



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

North Carolina Charter School Application

Old Main STREAM Academy

Opening in the 2020-2021 School Year

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Application Instructions

APPLICATION AND APPLICATION FEE DUE DATE/TIME	
Fast-Track and Acceleration Applicants (2020 Opening)	5:00pm EST on July 29, 2019
Traditional Timeline Applicants (2021 Opening)	5:00pm EST on August 26, 2019

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline. **All applications must be submitted using the online portal.** Applicants are to use the following specifications:

1. All applications must be submitted using the online platform. Applications submitted outside of this platform will not be accepted.
2. All submitted applications must be from a nonprofit group approved by the NC Secretary of State, unless being submitted by a municipality.
3. Each major section (Mission, Purposes and Goals, Education Plan, Governance and Capacity, Operations, and Financial Plan) must be located within the designated section, as indicated in the online document.
4. If a particular question does not apply to your team or proposal, respond "Not Applicable," AND state the reason this question is not applicable to your team or proposal.
5. Each required Appendix must include a title page with the title of the Appendix and the Proposed School Name.
6. Any answer given within the application that is not original to the applicant must include a citation to the source of the answer.
7. Review all elements of the application for completeness before submitting.
8. The full application (including the narrative and all appendices) must be submitted as one PDF document.
9. The budget spreadsheet must also be submitted separately as an excel file.
10. The application narrative, without appendices, may not exceed 100 pages. Applicants submitting special requests are given an additional 5-page allowance, per special request.
11. Each section of the application should be clearly labeled according to the table of contents.
12. Late submissions **will not** be accepted. **No exceptions.**
13. Applicants must turn in the application fee and fee payment form by the stipulated timeline.

Application Contact Information

1. Name of Proposed Charter School: Old Main STREAM Academy
2. Organization Type: ☐ Municipality ☒ Nonprofit Corporation
3. Name of non-profit organization under which charter will be organized or operated: Old Main Academy, Inc.
4. Has the organization applied for 501(c)(3) non-profit status? ☐ Yes ☐ No ☐ N/A (Municipal)
It is currently in progress.
5. Provide the name of the person who will serve as the primary contact for this Application.
The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application.
Name of Contact Person: Brenda Dial Deese
Title/Relationship to Non-Profit: Click or tap here to enter text.
Mailing Address: PO Box 1084
City/State/Zip: Pembroke NC 28372
Primary Telephone: 910.734-5025
Alternate Telephone: Click or tap here to enter text.
6. Name of county and local education agency (LEA) in which charter school will reside:
Geographic County: Robeson
LEA/District Name: Public School of Robeson County
7. Was this application prepared with the assistance of a third-party person or group?
☐ Yes
☒ No
Give the name of the third-party person or group: Click or tap here to enter text.
Fees provided to the third-party person or group: Click or tap here to enter text.
8. Provide a full detailed response of the assistance provided by the third-party person or group while preparing this application and when the assistance will end: Click or tap here to enter text.
9. Is this application a conversion from a traditional public school or private school?
☐ Yes. Complete the Conversion Special Request Section.
☒ No.
10. Is this application being submitted as a replication of a current charter school model?
☐ Yes. Complete the Replication Special Request Section.
☒ No.
Do you want your replication application to be considered for Fast-Track?
☐ Yes. Complete the Fast-Track Special Request Section.
☐ No
11. Do you want your application to be considered for acceleration?
☒ Yes. Complete the Acceleration Special Request Section.
☐ No.
12. Do you want your application to be considered for an Alternative Charter School?
☐ Yes. Complete the Alternative Charter School Special Request Section.
☒ No.
13. Grade Levels Served and Total Student Enrollment K-8, 440 students at the end of the 5th year.
Projected School Opening Year: 2020 Month: August

14. Will this school operate on a year-round schedule? ☐ Yes ☒ No
15. Enrollment Summary. Complete the following table, graying out (or leaving blank) any rows for grades the school will not serve.

Number of Students						
Grade Level	Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 2023-2024	Year 5 2020-2025	At Capacity 20 -20
K	40	60	60	60	60	
1	40	40	60	60	60	
2	40	40	40	60	60	
3	40	40	40	40	60	
4	40	40	40	40	40	
5		40	40	40	40	
6			40	40	40	
7				40	40	
8					40	
9						
10						
11						
12						
Totals	200	260	320	380	440	

16. Complete the following table, providing projected enrollment for each of the following demographic groups.

Anticipated Racial/Ethnic Demographics (%)	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Language Learners
97%-Minority	100%	23 students at 6%	9 students at 2%
American Indians-80%, Two or More-10%, Black-5%, White-3%, Hispanic-2%- based on OMS located in the center (or hub) of Pembroke and the surrounding rural communities. See Appendix A1			

17. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.

The projected enrollment is based on the location of Old Main STREAM (OMS) Academy charter school and community demographics in the town and surrounding rural communities. OMS believes that students who begin their school career in elementary (K-4) will establish a grounded foundation for learning. The first school year also provides multiple opportunities to implement the spirit of the mission of (OMS). Growing the population at the front end, cultivates a greater capacity for acclimation to the OMS educational model curriculum and immersion in Red Pedagogy. Hallmarks of this developmental stage include having control over written language and symbolic play. Other characteristics include the ability to positively influence moral, psychological, and social-emotional domains. Lev Vygotsky noted that children's interactions with knowledgeable others can foster advancements in thinking and learning that would not be possible in other developmental phases. Old Main STREAM will offer young students increased opportunities in structured social interactions, academic experiences, metacognition awareness skills, and innovative strategies of using place-based local cultural customs in learning. Year one

will establish expectation and relationship. The history in Robeson County can best be described as rich, traumatic, and compelling. The OMS educational model uses local heritages and life systems as a critical component of the learning design in a rigorous curriculum. The OMS student growth plan encourages the faculty and staff to develop personal relationships/connections, establish positive support, nurture expectations for students to engage in Science, Technology, Reading, Engineering, Arts and Mathematics; Standard Course of Study, measured with college and career readiness, and infused with Red Pedagogy/or place-based curriculum. OMS students will understand expectations and rigor at the beginning of the school career; the growth plan is a plan for personal development in preparedness, discipline (personal responsibility), leadership and a solid blueprint for educational goal setting and achievement in student learning. The growth plan establishes student community, relevant learning, and opportunities to engage in partnerships, service projects, and locating distinguished mentors through personalized conversations and assignments as the five- year plan unfolds. OMS will offer a comprehensive school career experience that is mutually beneficial to OMS students and the county. It offers realistic preparedness for economic and educational development in the region.

Certify

18. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. ☐ I certify x ☐ I do not certify

Explanation (optional):

Previous OMS application was used.

[Charter Application Special Requests](#)

Acceleration

Do you want your application to be considered for acceleration?

X ☐ Yes. Answer questions A1-5.

☐ No. Stop. Do not complete this section.

A. Per State Board of Education policy [CHTR-013](#), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools. In considering whether to accelerate the planning year, the applicant must meet the following requirements:

1. Demonstrate a clear and compelling need for the accelerated planning year.

An exceptional need for a charter school and school choice is well documented by local and state data for the largest population, Indigenous students, in Robeson County. In May, June and July 2019, the Public Schools of Robeson County's superintendent and school board declared an impasse over how to address a 2 million budget deficit. In an article by Dr. Terry Stoops published on June 6, 2019, it was noted that only four in ten students in Robeson County are proficient in reading and math, and local businesses justifiably worry that schools will not supply high school graduates with satisfactory skills and knowledge to be successful in the workplace. According to the most current NC DPI Accountability Services, PSRC school system earned a grade of C- for Academics, C- for teachers, and a C- in Health and Safety, with an overall niche grade of C-. The state considers PSRC a low-performing district because more than half of the rural district's schools are judged low performing. PSRC was one of the first in the state's innovative school takeover. Schools in the district were considered eligible because of reported performance scores in the bottom five percent nationwide and not meeting growth goals in at least one of the prior three years. The Innovative Plan (NC Public Schools) focused on 2 districts and 48 schools- five schools in PSRC were considered for the takeover status. The district was to submit a school

improvement plan for helping students to improve their academic achievement, however, PSRC's plan did not meet the established criteria. It was stated in the report that PSRC had at least 35% or more schools were designated as low performing. During the 2017-2018 year (the latest accountability data), there were 17 low performing schools out of 41 schools; 23 of those schools earned a 'D' on their report card. It is also reported that attendance in schools identified as Elementary, Middle, and High Schools are significantly below the state's attendance rate. PSRC was also slated to partner in establishing a lab school with UNC Pembroke. This did not proceed successfully. Data documents that one of the most disadvantaged populations in the context of economics, educational proficiency, and resources are the Indigenous (American Indian) students. Currently, there are at least 34 Indigenous affiliations documented by Title VI Student Eligibility Certification. The diverse and rich population of American Indians are overrepresented in the Exceptional Children's programs and underrepresented in the AIG program. In a 2017-2018 Percent Participation Justification form, it was documented that data indicated that Indigenous students in the 8th grade were found to be the largest disproportionate group of students identified as students with disabilities by racial comparison. The July 9, 2019 Robesonian reported that the assistant superintendent for the district presented to the school board, that in December 2018, that the PSRC EC program was out of compliance, and that EC Program barely received funding for school year operations from the Federal Program Division at DPI. In the presentation, it was noted that staff certification, training, critical professional staff shortages and reporting issues resulted in NC DPI threatening to withhold 4.3 million. The article stated that the schools have fallen behind in testing and placement year after year. In 2018-2019, 3,791 (about 16%) children were served in the EC program, however, the State Policy Watch reported that 18% of the students in PSRC were identified with disabilities, and this most likely is an underestimate of the count of EC students. It was established by Buddy McLean of S. Preston and Douglas, an accounting firm, that on June 30, 2019 there was a fund balance of 1.4 million dollars, less than one month of operating costs. Robeson County is designated as a Tier I, which indicates a distressed area and high poverty in Robeson County. The poverty and the history of the Indigenous People in Robeson County is compelling. The 2019 Indian Report demonstrates a need for best practices for American Indian students. American Indians demonstrated 43.4% grade level proficiency in reading compared to White students (70.7%) grade level proficiency. The EOG math data demonstrated that American Indian students, performed significantly lower, 14.1 percentage points than ALL other students in the state. 42.0% of American Indian students demonstrated grade level proficiency in math compared to of 68.2 of White students who demonstrated grade level proficiency. It is stated in the 2019 State Advisory on Indian Education Report (NC Public Schools) that PSRC enrolls 42.2% or 8,706 students who identify as American Indians. The proficiency rates of American Indians are below the state and district rates; struggling behind their Hispanic and White peers. The dropout rate for American Indians increased significantly since 2015-2016, at 2.73% as compared to the state's rate of 2.31%. American Indian females increased by .39 points and the rate for males increased by .35 percentage points in drop outs. The rate is higher than the state, district, and all ethnic and racial peer rates. Documentation in the Data Report (published March 15, 2018) to the North Carolina General Assembly stated that in 2016-17 as in past years, American Indian students, ninth graders, and students receiving special education services are among the groups that continue to be disproportionately be represented among suspended students. In 2016-17, as in previous years, American Indian students had the second highest rate of short-term suspensions, among females, American Indian students had the second highest rate among all students.

Significantly, Southeastern Academy Charter, located in Robeson County, outside of the city limits of Lumberton, an adjacent town, about 20 miles from Pembroke agrees to mentor OMS in the first years of start-up. Many of the faculty and staff at Southeastern are knowledgeable and have relationships with Indigenous People in the western part of the county. Southeastern Academy's student population includes Indigenous students. Southeastern Academy earned an A for last academic year, and has an established reputation for rigor and high expectations. OMS is excited that Southeastern Academy has agreed to work with us as a mentor. Appendix A1 provides evidences for Acceleration.

2. Demonstrate an exceptional need for the charter school in the proposed location.

Old Main STREAM proposes to provide learning opportunities and a meaningful school environment to specifically address educational needs of the following populations: **1-students identifying with the principal Indigenous population, 2- students identifying with diverse Indigenous tribal representations, 3- students identifying with two or more Indigenous representations or other ethnicity(ies) and any 4-others that choose to attend OMS.** The selected location is known as the 'hub' of Indian Country and is in walking distance of the local university (UNC-Pembroke), founded in 1887 as a school for the educating American Indians. The charter school will have a transportation plan established to transport students from throughout the rural 951 square miles (Robeson County). The location serves two purposes. 1) It allows for Old Main STREAM to fully take advantage of the partnering initiatives offered through UNC Pembroke and 2) it is in the middle of landscape that is home to Indigenous People. Old Main STREAM has gained support letters from multiple departments at UNCP, for a range of collaborative partnerships. These collaborations include teaching and support services, facility usage, professional development, mentoring, instructional support/collaboration and opportunities for service projects. OMS is fortunate to have a range of local, state, and national nonprofit organizations positioned to support Old Main STREAM Academy's initiatives. If the acceleration application is approved, OMS has the offer of two locations in Pembroke. The first location is with a tribal member that began renovating the property July 2019 and will be ready to lease July 2020, the local owner is actively meeting with founding members to consult with design. The second location is the Odum Home facility, wherein the original intent was to serve Indigenous children. The intent has not been fulfilled for years and the lease will be completed with the lessee in June 2020 Both these locations are in proximity to the local university. Both properties will contract with a lessee in 2020, with the priority being Old Main STREAM. If we do not lease in 2020, properties will not be available the summer of 2021. The Board of Directors begin the charter school initiative in the year 2018 as a grassroots initiative and in response to community outreach believing educational choice is warranted.

3. Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.

X ☒ Yes

☐ No

4. Is a facility identified by the applicant that is feasible for opening on an accelerated schedule?

X ☒ Yes

☐ No

5. Demonstrate that the facility identified by the applicant is feasible for opening on an accelerated schedule.

Evidences include that the primary location is currently being renovated to appropriately house a 18,050 square school. The facility is located in close proximity to UNCP. The local developer is meeting with founding members to listen to needs for a structure that will be adequate and satisfactory in creating a conducive learning environment for OMS students. The local facility will feature large classrooms, a kitchen and lunchroom, a gym/or multipurpose room and a sizeable outdoor area for physical education. Offices, large bathrooms and storage will be available in the facility.

Attach Appendix A1 Acceleration Evidences to demonstrate that you have a facility secured for opening on an accelerated schedule.

- B. Once evidence for the requirements has been verified, the State Board will also consider the presence or absence of the following factors in making its determination:
- 1) Unique mission and educational program.
 - 2) Local, state, and national nonprofit partnerships committed to assisting the school.
 - 3) Potential for economic and educational development of the region.
 - 4) Mentoring by a successful organization that has experience in creating public schools.
 - 5) Obstacles to educational reform efforts that leave chartering as an available option.
 - 6) Commitment to work with a successful charter school board as a guiding mentor.
 - 7) The length of time the board of directors has existed.
 - 8) Whether the proposed board has previously operated or currently operates a successful public charter school.
- C. The above list is not exclusive or controlling and is intended to guide the exercise of the State Board's discretion. An applicant requesting acceleration must submit the request to the State Board of Education prior to the application due date for consideration.

Conversion

1. Is this application a Conversion from a traditional public school or private school?

☐ Yes. Go to Question #2.

☒ **No. Stop. Do not complete this section.**

2. Is the Conversion Public or Private? ☐ Public. Complete Question #3 below.
☐ Private. Complete Questions #4 and 5 below.

3. Public Conversion Information

*Give the name and six-digit identifier of the school being converted: Click or tap here to enter text.

If application is for a public conversion, submit Appendix A2.1: Public Conversion Evidences
Conversion evidences must include:

- 1) Statement of Support signed by the majority of the teachers and instructional support personnel currently employed at the school
- 2) Last payroll outlining current staff receiving compensation from the traditional public school
- 3) Current school enrollment
- 4) Parent support of the conversion

4. Financial History

Outline the 3-year financial history of the proposed converted charter school in the chart below as evidenced in either financial statements or the IRS Form 990. Supporting documentation will be attached as Appendix A2.

Financial History 3 Years Prior	Financial History 2 Years Prior	Financial History 1 Year Prior

5. Private Conversion Information

Name of the private school being converted: Click or tap here to enter text.

City and state where private school is located: Click or tap here to enter text.

- 1) Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school).
Click or tap here to enter text.
- 2) Provide a detailed description of the existing private school's financial status, including the process in which these financial assets or deficits will be transferred to the non-profit organization.

Click or tap here to enter text.

Provide a copy of the organization's IRS Form 990 for the last three years as Appendix A2.2

Private Conversion Evidences. If the current organization does not have a Form 990, tax information for the last three years along with financial statements must be included as Appendix A2.2 Private Conversion Evidences.

- 3) Depict and analyze the current enrollment trends and student demographics of the private school over the past three academic years.

Click or tap here to enter text.

- 4) Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through state and national summative assessments.

Click or tap here to enter text.

- 5) Explain the process by which the current private school staff will be considered for teaching at the proposed charter school staff. What is the projected turnover due to the statutory requirements for teacher licensure and highly-qualified status?

Click or tap here to enter text.

Replication

Per SBE policy [CHTR-016](#), the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model, or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to “fast track” such a replication by foregoing the planning year normally required for newly-approved charter applicants.

1. Is this application being submitted as a replication of a current charter school model?
☐ Yes. Go to Question #2. ☒ **No. Do not complete this section.**
2. If yes, please provide the name of the charter school and the state that the charter school has been authorized to operate in.
 Click or tap here to enter text.
3. Are you a board of directors currently operating a charter school in NC and applying to replicate its currently existing model?
☐ Yes. Answer questions #4-6. ☒ No. Go to Question #7.
4. A board of directors that currently operates a charter school in NC is eligible to apply to replicate its currently existing model only if the board’s current school or schools demonstrate a consistent record of academic, financial, and operational success. If the board operates more than one school, each school must meet this standard. To meet this standard, the board must meet each of the following conditions:
 - A) Each school operated by the board must have academic outcomes at least comparable to those of the students enrolled in the LEAs in which they are located. In addition, each school operated by the board must meet or exceed student growth consistent with State standards, for three years immediately preceding the application, and maintain that growth throughout the application period.
 - B) Each school operated by the board must have unqualified audits for the three years immediately preceding the application, and must maintain that fiscal standard throughout the application period.
 - C) Each school operated by the board must have resolved any noncompliance issues cited by NCDPI during the three years immediately preceding the application and must maintain this standard throughout the application period.
 - D) A majority of the board and 50% or greater of the board’s officers must be North Carolina residents.

Does your board meet the each of criteria listed above? ☐ Yes ☐ No

Attach as Appendix A3.1 Replication Educational Outcomes - for the replicated school for the last three academic years.

5. Describe which academic qualifications the non-profit board has met that qualify them for replication. Click or tap here to enter text.
6. Outline the 3-year financial history of the proposed replicated charter school in the chart listed below as evidenced in financial statements or IRS Form 990. Attach the related documents as Appendix A3.2 Replication Financial Evidences.

Financial History 3 Years Prior	Financial History 2 Years Prior	Financial History 1 Year Prior

7. Are you a board of directors that does not currently operate a school but is partnering to replicate an existing model operated by an EMO/CMO?

☐ Yes. Answer questions #8-10 below.

☒ No. Go to Question #11.

8. Eligibility Criteria

- A) A board of directors partnering to replicate an existing model operated by an EMO/CMO must demonstrate that each of the schools being managed by the EMO/CMO in North Carolina

1) have an academic proficiency comparable to the LEAs in which the current schools are located; or

2) meet or exceed growth for the three years immediately preceding the application at issue.

If the EMO/CMO does not manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for academic performance. The EMO/CMO must continue to meet these standards throughout the application period.

- B) The board must demonstrate that each of the schools in North Carolina managed by the EMO/CMO have unqualified audits without fiscal compliance issues for three years immediately preceding the application.

If the EMO/CMO does not currently manage any schools in NC or the schools in NC it manages do not yet have the data listed above, the board of directors must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for financial performance. The board of directors must maintain this standard through the application period.

Does the EMO/CMO partnering with the board meet the criteria listed above? ☐ Yes

☐ No

Attach as Appendix A3.1 Replication Educational Outcomes - for the replicated school for the last three academic years.

9. Describe which academic qualifications schools managed by the EMO/CMO have met that make them suitable for replication. Click or tap here to enter text.

10. Outline the 3-year financial history of the proposed replicated charter school in the chart listed below as evidenced in financial statements or IRS Form 990. Attach the related documents as Appendix A3.2 Replication Financial Evidences.

Financial History 3 Years Prior	Financial History 2 Years Prior	Financial History 1 Year Prior

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11. **Fast Track Replication**

Do you want your application to be considered for Fast-Track Replication?

☐ Yes. Complete the Fast Track Eligibility Criteria below.

☐ No. You have completed the Replication Special Request section. Please attach the required appendices **3.1 Education Outcomes** for the replicated school(s) for the last three academic years, and **3.2 Replication Financial Evidences IRS Form 990**, bank statements for the replicated school(s) for the prior three years.

Fast Track Replication Eligibility Criteria

Per State Board of Education policy [CHTR-016](#), a non-profit corporation board that does not currently operate a charter school in NC is eligible to apply to replicate through fast-track replication an existing model operated by an EMO/CMO. The non-profit corporation board is eligible to apply only if the schools operated by the EMO/CMO have a consistent track record of academic, financial, and operational success. The non-profit corporation is eligible to replicate an existing model operated by the EMO/CMO only if the non-profit corporation board meets each of the following conditions:

1. The non-profit corporation board must demonstrate that each of the schools being managed by the EMO/CMO in North Carolina (1) have an academic proficiency comparable to the LEAs in which the current schools are located; or (2) meet or exceed growth for the three years immediately preceding the application at issue. If the EMO/CMO does not manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the non-profit corporation board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for academic performance. The EMO/CMO must continue to meet these standards throughout the application period.

The non-profit corporation board meets at least one of the qualifications above. ☐ Yes ☐ No

*Attach as Appendix A3.1 Replication Educational Outcomes - for the replicated school for the last three academic years. Describe which academic qualifications the non-profit board has met that qualify them for replication.

2. The non-profit corporation board must demonstrate that each of the schools in North Carolina managed by the EMO/CMO have unqualified audits without fiscal compliance issues for three years immediately preceding the application. If the EMO/CMO does not currently manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the non-profit corporation board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for financial performance. The non-profit corporation board must maintain this standard through the application period.

The non-profit corporation board meets at least one of the qualifications above. ☐ Yes ☐ No

3. Each school operated by the non-profit corporation must have resolved any noncompliance issues cited by NCDPI during the three years immediately preceding the application and must maintain this standard throughout the application period.

The non-profit corporation board meets at least one of the qualifications above. ☐ Yes ☐ No

4. A majority of the non-profit corporation board members and 50% or greater of the board officers must be North Carolina residents.

The non-profit corporation board meets at least one of the qualifications above. ☐ Yes ☐ No
Alternative

Do you want your application to be considered for an Alternative Charter School?

☐ Yes. Continue to the next section.

☒ **No. Stop. Do not complete this section.**

In order to qualify for designation as an “alternative school” for purposes of accountability under this policy (CHTR-020), the charter school must demonstrate that it serves a student population as follows:

1. The school must include grades 9-12.
2. At least 75% of the school’s population in grades 9-12 must be at-risk of academic failure as defined in [DROP-001.I.B.](#), and must also meet one or more of the following:
 - a. The student must either be recently released from a juvenile justice facility, or otherwise be subject to and participating in the juvenile justice court process;
 - b. The student must be currently served by a treatment facility licensed pursuant to Chapter 122C of the General Statutes, or have recently been discharged from such a facility;
 - c. The student must be currently under long-term suspension from a public or private school; or .
 - d. The student must be a high-school dropout as defined in GCS-Q-001 (linked above); or be imminently as risk of dropping out as demonstrated by adequate documentation in the charter school’s application for designation under this policy.

Does your proposed school meet the minimum criteria?

☐ Yes. ☐ No.

*A charter school meeting the eligibility criteria set forth in this policy and seeking designation as an “alternative school” must submit an application to the Office of Charter Schools describing in detail the school’s mission as it relates to the request for the designation; the criteria the school plans to use that will meet the eligibility requirements set forth above, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk student as described in the application. A plan that is not well-defined will not be approved.

*The school must, in its application, designation which of the alternative accountability options it is requesting under [ACCT-038](#). The option selected, if approved, cannot be changed except at the time of renewal (as outlined in [CHTR-020.III](#)).

Proposed Management Organization (EMO or CMO)

1. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization”?

☐ Yes ☐ No. **Stop do not complete this section.**

2. Name of the Company:

Mailing Address:

City/State/Zip:

Phone Number:

Contact Person:

Email Address:

Website:

3. Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school.

Click or tap here to enter text.

Attach Appendix A4.1: Executed Management Contract

4. What other EMO/CMOs were pursued and why did the applicant select this one? Please include information regarding other management organizations' fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.

Click or tap here to enter text.

5. Provide and discuss student performance, governance performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what are the highest and lowest performing schools of the EMO/CMO? Why are these two schools so different in overall achievement?

Click or tap here to enter text.

6. Describe how the governance structure will be affected, if at all, by the EMO/CMO, and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.

Click or tap here to enter text.

7. Provide a description of the relationship that will exist between the charter school employees and the Management Organization.

Click or tap here to enter text.

8. Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO, and if necessary, terminate the contract without significant obstacles.

Click or tap here to enter text.

9. Is the facility provided by the EMO/CMO? ☐ Yes ☐ No

Attach Appendix A4.2 Facility Buyout Agreement, if applicable

10. List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.

Click or tap here to enter text.

Attach Appendix A4.3: EMO/CMO Financial History

Provide as Appendix A4.3 the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO, provide confirmation that the EMO is in good standing by providing bank statements from the prior three years.

Attach Appendix A4.4: IRS Form 990

Provide as Appendix A4.4 the IRS Form 990 (or equivalent documents if the organization does not file a 990) for the prior three years.

Section 1 Mission, Purposes, and Goals

1.1 Mission and Vision. State the mission and vision of the proposed charter school. The mission statement defines the organization's purpose and primary objectives, describing why it exists. The mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree. The vision statement outlines how the school will operate and what it will achieve in the long term. The vision statement should describe what the school will look like when it is achieving its mission. The mission and vision statement provide the foundation for the entire proposal.

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
 - Illustrate what success will look like; and
 - Align with the purposes of the NC Charter School Law.
1. The mission statement of the proposed charter school is as follows (35 words or less):
Old Main STREAM Academy engages students in relevant, rigorous, college and career readiness STREAM disciplines purposed to grow Indigenous leader practitioners that demonstrate preparedness, persistence, self-determination, commitment, and vision for the good of the People
 2. What is the vision of the proposed school? What will the school look like when it is achieving the mission?

The vision at Old Main STREAM Academy (OMS) is to provide authentic and novel learning experiences for students that do not have accessibility to attend high-achieving and/or successful schools. OMS students will engage in school experiences from diverse educational perspectives; students will observe, learn and do from multiple worldviews and curriculums, contextualizing mainstream, Indigenous, and global studies integrated in meaningful ways. Core curriculums will include Science, Technology, Engineering, and Mathematics Education (STEM) Model, a research-evidence based curriculum. Purposefully, the letter "R" and "A" are added to the Old Main STREAM model. These added letters create the acronym STREAM. The "R" represents the historical Lumber River that is significant to the Lumbee community and other Indigenous populations as a prominent resource. The River can be leveraged as a community based asset, which Indigenous students identify with to make connection between home and school. Additionally, the "R" will reflect critical development in Reading. The "A" provides an infused Arts curriculum, cultivating creativity, through traditional and contemporary forms of color, in both balance and perspective displays. OMS prepares students to accomplish proficiency and excellence in Science, Technology, River/Reading, Engineering, Arts (cultural and visual enrichment), and Mathematics; the aim is to exceed the NC accountability model which uses a formula combining student achievement and student growth. OMS educational model connects STREAM to Red Pedagogy. Red Pedagogy is

place-based instruction that supports STREAM curriculum in Science, Technology, River/Reading, Engineering, Arts and Math by using relevant placed-based Indigenized concepts for teaching and learning. In OMS, STREAM disciplines will be core curriculum and the Standard Course of Study (SCOS) coursework, which is a uniform set of learning goals for K-12 curriculum in North Carolina, will complement STREAM disciplines. College and Career Readiness Standards (which is noted as the backbone of the ACT) is a measure or rigor yardstick, applied to both the STREAM-SCOS curriculum and the Red Pedagogy model (Place Based Education). OMS curriculum is a well-defined educational model, comprised of research evidenced based and place-based curriculums. Critically, STREAM, Standard Course of Study, and College and Career Standards (research – evidenced based) connect educational concepts to Red Pedagogy (place-based) life experiences for meaning and knowings/space. Comprehensively, these pedagogies will provide Indigenous students an elevated skill set to compete in today's global economy and to set precedent as leader practitioners. The OMS educational model is a design that is developed from the experience and study of the targeted NC Indigenous student population. The design includes the most effective instructional practices for the population. It should be noted that the North Carolina's Science, Technology, Engineering, and Mathematics (STEM) Education Strategic Plan approved by the State Board of Education references project-based learning in Priority One. Project-Based learning is a 'learning by doing' technique that is associated with placed-based learning. Significantly, the OMS educational model uses research, expertise, and life experiences belonging to Indigenous People to frame Red Pedagogy as a place-based curriculum. **Red Pedagogy is both an instructional strategy and practice of teaching that aligns to community-based teaching (a STEM initiative) and place-based education.** Both community- based teaching and placed-based education (PBE) immerse students in local heritage, culture, landscape, opportunities and experiences. American Indians are the largest population in Robeson County and the most diverse population. The OMS education model is an educational choice to practice traditional values, preparedness, persistence, self-determination, and commitment, in a STREAM context to become global citizens.

Educational Need and Targeted Student Population of the Proposed Charter School

3. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and ELL population of the district?

[See G.S. 115C-218.45\(e\).](#)

According to the Census Reporter (2017), The Public Schools of Robeson County district demographics are 26% White, 24% Black, 9% Hispanic or Latino, 1% Asian, 39% American Indian, and 2% reported 2 or more races. Other data document the Indigenous population as high as 41%. In a headcount in 2017, PSRC documented 1,546 documented EL students; NC Policy Watch states that 2017 state records document roughly 18% of Robeson County's enrollment was designated as exceptional children, but that is believed to be an underestimate. A July 9, 2019 newspaper article stated PSRC served 3,791, or 16%, but schools are behind in testing and placement of EC children. It was also documented in a DPI EC Percent Justification form in 2017-18 that Indigenous students in the 8th grade were found to be the largest disproportionate group by racial comparison. Unfortunately, there isn't much discussion or data providing tribal affiliations

concerning the diverse Indigenous population, other than the Title VI 506 Indian Student Eligibility documentation. *This federal tracking mechanism documents that in the 2018-2019 school year, thirty-four (34) tribal affiliations have been identified through the Indian Education Program; the form remains as a part of the child's school record.* These Indigenous students attend the Public Schools of Robeson County. Pointedly, the Indigenous population represents the largest population in the Public Schools of Robeson County and the diversity among the Indigenous population has never been acknowledged by the school system or the state. Generally, this diversity among the Indigenous students can present challenges and the unmet needs can contribute to the achievement gaps and struggles that are well documented among the Indigenous population, locally, in the state, and nationally. *OMS proposes to provide learning opportunities designed to specifically address the needs and challenges of these students, to include, students identifying with the principal Indigenous population, 2- students identifying with diverse Indigenous tribal representations, 3- students identifying with two or more Indigenous representations or other ethnicity(ies) and any 4-others that choose to attend OMS.* The OMS educational model is relevant, rigorous and offers learning opportunities in a climate of belonging that recognizes and respects the equal dignity and worth of all seeking to participate. OMS will embrace and encourage Indigenous students of differing tribal affiliations and acknowledge the diversity that exists among Indigenous People and other ethnic populations as represented in the local school district. OMS is committed to developing fair and equitable practices that acknowledge all tribal representations and affiliations, and ethnic backgrounds in the district. OMS will adhere to the state law of all student' access to equitable education and those statutory responsibilities for students with disabilities, OMS projects that 6% of the population will identify a SWD and a projected enrollment of 2% English Learners populations. All students in PSRC that participate in the School Nutrition Program eat free. It is documented that about one-third of the people in Robeson County live in poverty, and the rate has increased steadily for fifteen years.

4. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?

It is noted that PSRC has a declining enrollment, and during special called meetings in June and July 2019 it was decided to close 4 elementary schools and reconfigure a high school for grades, 6-12. However, later, on July 19 the high school decision reversed, and currently the plans are to close the high school. On June 14, 2018, West Lumberton school was officially closed, because of damage from Hurricane Matthew. Four to six weeks is a conservative prediction to plan for closings of the schools and the reconfiguring/and now closing of the high school. Currently and historically, test scores reflect the challenges experienced by PSRC and struggling communities that reflect high unemployment, health disparities, violence and complex social influences. Data documents that 16% to 18% of the student population in the system are identified with disabilities, with Indigenous students largely disproportionate. OMS education model will meet the needs of our targeted student population and even though it is acknowledged that our population live in the affected communities, in rural communities, the OMS educational model is designed for at-risk and educationally disadvantaged students. Research strongly demonstrates that the OMS educational model replicates successful educational variables and practices found in models for American Indian Education, such as placed-based curriculum or Red Pedagogy. The National

Indian Education Association and Policy Analysis with the Education Commission of the States pinpoint findings in the education of Indigenous students. Two findings reported that must coexist in educating Indigenous students are trust and culturally relevant curriculum. The OMS educational model uses both these findings as amalgamated priorities in Red Pedagogy or place-based curriculum. The model will start small, to establish trusting/caring relationships, expectations and create a school culture that is relevant to Indigenous People. School values will reflect norms and traditions that are honored, in the context of the core disciplines. Students will engage in STREAM core disciplines and SCOS courses of study; these curriculums will infuse Red Pedagogy or place-based practices. College and Career Readiness Standards will be the rigor yardstick. The OMS educational model, comprised through the study and research of Indigenous learners and communities, demographic knowledge, survey data, founding members' professional career and personal experiences, student cumulative records, and understanding history, strengths, and barriers of Indigenous People data frames the growth model for OMS. The data sets that are collected will serve as predictors and indicators of strengths and challenges for individual students and collectively. These effective pedagogies will ready students and provide tools to successfully compete in today's global economy and becoming visionary leaders.

5. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).

The current enrollment in the Public Schools of Robeson County (PSRC) is reported at 23,000 students. According to the NC DPI Average Daily Membership statistical data, during the 2018-2019 school year, the number of students enrolled in PSRC in grades K-4 was 9,106. During the first year, Old Main STREAM projects an enrollment of K-4 grades, with 200 students, which is about 2.2 %. The number of K-8 students in PSRC is approximately 15,714; by year 5, Old Main STREAM will serve K-8, and the projected enrollment is 440 students or 2.8 % of the K-8 enrollment in PSRC.

<u>School Year</u>	<u>Grade Levels</u>	<u>PSRC Enrollment (2018-19)</u>	<u>OMS</u>	<u>%</u>
2020-21	K,1,2,3,4	9,106	200	2.2%
2021-22	K,1,2,3,4,5	10,922	260	2.4%
2022-23	K,1,2,3,4,5,6,	12,653	320	2.5%
2023-24	K,1,2,3,4,5,6,7	14,275	380	2.7%
2024-25	K,1,2,3,4,5,6,7,8	15,714	440	2.8%

6. Summarize what the proposed school will do differently than the schools that are now serving the targeted population. What will make this school unique and more effective than the currently available public-school options?

OMS proposes an educational model and a school climate that is unique and effective. OMS will provide core curriculum and pedagogies that are rigorous, build resiliency, and develop leader practitioner skill sets. The OMS educational model combines what has been proven successful in education research-based education, to include STREAM- Science, Technology, River/Reading, Engineering, Arts, Mathematics core disciplines; Standard Course of Study (SCOS) coursework; and College-Career Readiness Standards for rigor and infuses place- based education Red Pedagogy for relevant meaning, values, and connections as an Indigenous population. OMS will:

Implement a rigorous core, STREAM to prepare students for 21st Century and lifelong learning; Utilize textbooks novels, and reading in SCOS/Common Core to ensure systematic teaching and complementary subject areas; Utilize additional readings and connect mainstreams concepts to Indigenous knowings for culturally responsive teaching and learning; Implement a design in which students take ownership of their learning and make investments in learning for self-directed, innovative scholarship (learning styles, leadership development, and gifted intelligences); Utilize opportunities for cultural enrichment that builds relationships between culture and learning. OMS will also use specific instructional strategies for Indigenous student success (A Blueprint for Research) to include, rigorous research-based and Red Pedagogy (place-based) training of teachers to be academically and culturally competent; create a school environment that is culturally and linguistically congruent with the community served (although standard English will be required); establish partnerships among all stakeholders, use the traditional Indigenous notion of extended families, and model and promote an attitude of confidence and success; develop linguistic and culturally fair teaching and diverse instructional strategies and assessment tools for monitoring student progress; create stimulating an early learning environments for young children that nurture all areas of development and promote a sense of belonging in the school climate. The OMS educational model is crafted through the educational experiences of the founding members living as Indigenous people in Indigenous communities and among Indigenous People and educators who served as role models. The OMS educational model reflects the latest research concerning academic success for American Indians and recognizes that the most unique feature is Red Pedagogy. This place-based instruction and practice of teaching aligns to community and Indigenous survival-strength systems. Both community- based teaching and placed-based education (PBE) immerse students in local heritage, culture, landscape, opportunities and experiences. Red Pedagogy practices should be considered specific educational practices and an instructional strategy to use with students to learn more about the interactions of culture and how research based curriculums relate in context and application. Of equal importance, is that the OMS educational model is grounded in research-evidence based curriculum. OMS will use the rigorous Science Technology, Engineering, and Mathematics Education (STEM) Model. Purposefully, the letter "R" and "A" are added to the OMS model. These added letters create the acronym STREAM. The "R" represents the historical Lumber River, that is significant to the Lumbee community and other Indigenous populations as a prominent resource. Additionally, the "R" will reflect opportunities and critical development in Reading. The "A" provides an infused Arts curriculum, cultivating creativity, through traditional and contemporary forms of color, in both balance and perspective displays. The focus of OMS is to prepare students to accomplish proficiency and excellence in Science, Technology, River/Reading, Engineering, Arts (cultural and visual enrichment), and Mathematics grounded in rivaling and surpassing the NC accountability model. Red Pedagogy are tangible strategies and activities that can be replicated in the goals and objectives belonging to the STREAM curriculum in Science, Technology, Reading/River, Engineering, Arts and Math. The use of relevant placed-based Indigenized concepts bring meaning and relevance to research-based learning. STREAM courses are the core disciplines in the OMS educational model, complementary courses used in the model are Standard Course of Study (SCOS) courses, which represents the uniform set of learning goals and will be used to align with STREAM goals and objectives. College and Career Readiness Standards (which is noted as the backbone of the ACT) will be the rigor yardstick, and applied to both the STREAM curriculum, SCOS, and Red Pedagogy content. According to the state's accountability data, Indigenous

students are lagging in all testing measures. A goal of OMS is to isolate academic challenges for strengthening and increase proficiencies to mastery in academic content. Southeastern Academy will mentor OMS to ensure academic rigor is implemented with fidelity and establish a collegiality to navigate through challenges and successes. Southeastern Academy's mission, *A Diverse Family of Learners that Seek to Challenge the Whole Child Through Innovation*, documents student success; the academy earned recognition for exceeding growth. OMS will work closely with Southeastern to navigate challenges and form a partnership to ensure a high-quality charter school. The OMS educational model recognizes that for the large population of Indigenous People, a population that influences NC DPI data, there is a fundamental truth concerning education, "for Indigenous communities, the importance of education reaches farther than the mastery of academic content and critical thinking skills; Indigenous children need to be inspired to contribute to their communities."

7. Describe the relationships that have been established to generate support for the school.
How have you assessed demand for the school? Briefly describe these activities and summarize their results.

OMS founding members created a survey and a Facebook Page for Old Main STREAM Academy. The survey was shared through Google Docs and hard copies were distributed during Lumbee Homecoming and at intervals during the month of July. Founding members collected 200 surveys (both online and hardcopies), 499 Likes, and 501 following. The survey and Google Docs summaries are included in Appendix A. It was found that approximately 7 to 8 townships participated in the survey, with the largest participations being from Pembroke. Pembroke zip codes include the tribal communities of Pembroke, Deep Branch, Union Chapel, Hopewell, Deep Branch and Prospect. Tribal affiliations that participated included Lumbee, Sisseton-Wahpeton Oyate, Cheraw, Tuscarora and seven identified as Lumbee-White, Lumbee- Black, Lumbee-Hispanic and Lumbee-Waccamaw. A majority, about 85% stated they would provide their own transportation, 95% would benefit from a small learning environment, and all participants identified their children/ grandchildren/or children living in the home would enter in grades K-8th (2019), there were several participants who indicated that children in their homes would enter into high school. 82% of the participants believed OMS should prepare students for work and successful experiences in a global society, 90% wanted their child fully engaged in STREAM disciplines, 85% believed that college and career readiness standards are critical to knowledge, skills, and dispositions needed to be successful in postsecondary education, 86% stated that Indigenous ways of life and culture (Red Pedagogy) in OMS was very important, 14% stated it was important. 95% believed parental involvement and partnering with OMS was a framework for success. Student engagement factors that parents/caretakers believed aligned to positive learning experiences and should beliefs at OMS included the following: 94% of caretakers stated that students should put a lot of effort in school; 90% of caretakers believed that students should desire to be one of the best, 98% of the caretakers believed that students must enjoy being challenged in their class; and 98% of the caretakers believed that students must feel that they belong at OMS; 95% of the parents stated that character development and decision-making techniques should be offered at OMS to grow leadership. Caretakers believed that student leadership practitioners can demonstrate leadership qualities through the following practices: 85% of the caretakers stated success should be experienced in school, 95% of the caretakers stated that students should be prepared for college and career opportunities, and 95% of the caretakers believed that teachers at the school should be respected by families, and 92% of the caretakers believed that OMS should

have high academic and behavior expectations, 86% of the caretakers believed that assessment data identifies problematic areas, and 86% of the caretakers believed the mission is clearly articulated on the survey, 98% of the caretakers believed that the school must be secure, safe, and organized, and 93% of the caretakers believe that future student leaders must experience cultural relevance and connect it to STREAM disciplines, college and career preparedness, and college-career readiness. Letters of support included in the Appendix demonstrate strong support from the community. Mentoring and partnership opportunities are extended in the support documents. OMS also meets the number 6) commitment to work with a successful charter school board as a guiding mentor. Other significant support includes UNC Pembroke Departments, Jeff Federick, Dean College of Arts and Sciences, Dr. Conner I Sanefur (Chickasaw) who works in the Department of Biology and has provided services with our local children, James F. Smiling, Lecturer in Mathematics and Computer Science Department at UNC-Pembroke, and Dr. Zoe Locklear, Interim Dean of the School of Education. Dr. Larry W. Chavis, (Lumbee) Director of the American Indian Center and Clinical Associate Professor of Strategy and Entrepreneurship at the UNC Kenan-Fagler Business School at the University of NC at Chapel Hill provides support to OMS and Arvis Boughman, author of *Legends of the Lumbee* and *Herbal Remedies of the Lumbee Indians* and speech pathologist expressed interest in working with students. The NC Commission of Indian Affairs supports OMS efforts and Lumbee Regional Development Association. Pembroke Chamber offered support documentation, which is outstanding, since OMS will be in the city limits. The OMS Facebook page demonstrates that 500 people ‘like’ that OMS and 502 people are following. Conclusively, many people are eager to see the charter school in the community. OMS represents the realization of Number 3 consideration factor, *potential for economic and educational development of the region*. It should also be noted in the evidences that an email was sent to PSRC superintendent, Dr. Shanita Wooten to meet with the founding members. There was no acknowledgment or a response. Please see Appendix A.

Attach Appendix A: Evidence of Community/Parent Support. Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school. You must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).

1.2 Purposes of the Proposed Charter School

The Six Legislative Purposes of a Charter School are:

1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.
 2. Hold schools accountable for meeting measurable student achievement results.
 3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.
 4. Improving student learning.
 5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.
 6. Encourage the use of different and innovative teaching methods.
-
1. In one page or less, describe how the proposed charter school will achieve one or more of the six legislative purposes, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations.

- 5) 1) Teachers and staff at OMS will engage in novel content professional development. This educational model demonstrates a new awareness for special populations, at-risk populations, educationally disadvantaged, and gifted students; it is a changing instructional paradigm. The OMS educational model will provide opportunities to participate in OMS customizable and research-evidence based program professional development and best practices in core content delivery through multiple venues including, face-to-face, PLCs, conferences, and web-based venues. The OMS educational model will also offer professional development in place-based, specifically, Red Pedagogy to present techniques, essential strategies, and methodology that engage Indigenous and marginalized students. Learning activities, tasks, and projects will define rigor for creating academic environments and school climate that emphasizes high expectations and cultivating a student terrain developing intellectual prowess, self-determination, and using cultural strength to grow academic success. Indigenous professional educators and other Indigenous professionals will create, theorize, design, modify and redesign OMS educational fitness. The STREAM disciplines will be the foundation of the educational model framing rigorous core subjects- science, technology, river/reading, engineering, arts and mathematics. SCOS coursework, checkpoints and subject areas will complement the core disciplines. College and career readiness standards will use content in the context of real life applications and develop leaderships skills to include grit, perseverance, and how to articulate thinking processes. 2) The OMS educational model will use STEM to transpose into STREAM teaching and learning to align standards and engage students in critical thinking, reasoning, collaborative teamwork, investigative and creative skills that are real-world and relevant. The OMS educational model uses SCOS to anchor content, to include English Language Arts, Healthful Living, Social Studies, and Out-of-School internships and mentoring. Red Pedagogy and traditional worldview will be integrated in core disciplines to discover the intersectionality in Indian practices and mainstream education; Red Pedagogy teaches the necessity of relational, positive identity; the OMS educational model demonstrates critical thinking in context. The OMS educational model explores the intersection of interdependence (valued by Indigenous People versus independent valued by America). The OMS educational model uses textbooks, novels, reading literature, technology, the arts, the River, Indigenous mindsets, and applications found in college and career readiness standards. OMS will participate in the statewide system of accountability measurements. A testing calendar will provide standardized testing dates. OMS will communicate academic expectations of students to align with NC DPI Accountability Model; the testing outcomes will provide data sets and reports to assist in sound decision-making. OMS administration will carefully analyze data results to share with teachers and to determine if purpose was achieved. Data will demonstrate program effectiveness and assess instructional effectiveness. Data results disclose how much learning occurred, and determine focused acts of improvement. Data will guide OMS curriculum development. OMS will use reliable and valid assessment instruments, supported by NC DPI, Fountas & Pinnell Literacy, MTSS universal screener as well as informal method tools, to include quizzes, tests, writing portfolios, and project based assignments for appropriate comprehensive evaluation and to provide accurate and comprehensive measures that align with the OMS mission. 3) Expanded choices in the types of educational opportunities will be evident at OMS. Early in the school year, a

baseline will be established, to determine student learning styles and appropriate multi-tiered systems strategies will establish a framework for providing high-quality and differentiated instruction and intervention aligned to student need and monitoring progress. OMS will collaborate and use partnerships for learning, service-learning opportunities, tutoring, internships, physical fitness collaboration, community project based assignments and professional development instructional practice opportunities. OMS will align student needs and individual strengths to support learning processes, growing intelligences and strengthening academic weaknesses. 4) Local, state, and national data document the need for improving student learning among Indigenous students. Innovative strategies, tools, and techniques are critical implementation processes grounded in the OMS educational model. Past educational history tells us what happened to Indigenous students in the educational system; and currently, classrooms are not increasing Indigenous students' academic success. The issues affecting Indigenous students are complex, deeply rooted, and longstanding. Student life experiences and developmental needs must be sensitively deliberated in the learning and achieving process. OMS founding members understand these dynamics, because we are living products. The OMS educational model cements support mechanisms for resiliency and simultaneously anchors high expectations and pathways to experience academic success. 5) In the 2005 State Advisory Council on Indian Education (NC), students described how and why they feel disconnected from school. A few sentences later, students expressed they enjoyed learning and provided insight to personal learning styles. Fourteen years later, in 2019, many of these students are now parents, and the academic data for Indigenous students continue to report significant declines in academic proficiency and well-being. The state's data demonstrates the local district identified students with disabilities at 16% to 18%; 1,546 are identified as EL. It was also found that Indigenous students in the 8th grade are the largest disproportionate group identified with disabilities by racial comparison. The OMS educational model offers academic rigor as a precept through STREAM, SCOS, and College and Career Readiness Standards, with the distinct nuance of Red Pedagogy or place-based instruction to demonstrate connections to rigorous content and Indigenous worldview or philosophy of life. It should be noted that special emphasis is unpretentiously on at-risk students at OMS, as general indicators of Robeson County poverty documents. Years ago, in 1983, education reform deemed the Indigenous population as a nation at risk; currently, if reviewing public school state mandates data and Talk Poverty (2018) the outcomes document similar data for Indigenous students. Academic, health, disparity data, and poverty rate all indicate that Indigenous students require a different educational model than is currently used. OMS is an educational model designed to address these issues. OMS will also administer multiple gifted intelligence tests, using Indigenous style measures and measures in the College and Career Readiness standards initiatives. OMS understands that Indigenous students have unique challenges in the educational process; unique approaches will be used to work through issues, strengthen areas of giftedness, and level the playing field in areas of challenges/weaknesses. The OMS educational model is rigorous and the partnerships will further secure opportunities to grow gifted college and career ready Indigenous leader practitioners. 6) The OMS educational model has not been implemented in any school district in NC, but is promising for Indigenous students and should be monitored for use with other marginalized populations, which is necessary when considering the factual

account of the *Browning of the New South*. All students deserve a sound quality education. OMS purposefully used the precept, ‘rigor’ in its mission statement to declare that the school will offer a stable and secure environment in which each student is expected to critically learn. The OMS educational model is designed to work from a cultural perspective and uses embedded support systems for students. Rigor will be accomplished through STREAM core and SCOS coursework. College and career readiness will establish the need for increasing complexity of skills in English, mathematics, reading, science, and writing. OMS school culture is created through place-based education and specific to Red Pedagogy, framed from a repository of Indigenous paradigms connecting belonging, place, values, norms, and systems of knowledge in the Indigenous sense. Place-based research demonstrates how well-designed initiatives can increase student performance. Place-based education makes sense for rural schools and communities because it is determined that local and global challenges need innovative solutions, where students need to complete real projects that address real challenges. OMS students will engage in a personalized, student-centered model to increase well-being, college and workforce readiness. Red Pedagogy makes these connections and supports Indigenous identity as leaders. The OMS educational model is designed to create potential for economic and educational development of the region, which is needed in Robeson County. These pedagogies will develop the necessary skill sets to compete in today’s global economy, OMS students will be Indigenous leader practitioners.

1.3 Goals for the Proposed Charter School

1. Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.

OMS will adhere to the designated instructional time required by the state guidelines for each area of discipline. OMS will meet the student performance standards adopted by the State Board of Education and the appropriate content standards for each grade or proficiency level and the OMS student performance standards contained in the application. OMS will provide 185 days or 1,025 hours of instructional time. The school calendar will be submitted for approval by the school principal to the OMS Board of Directors as an agenda item. The school calendar will support OMS goals to engage students, improve opportunities and achievement, and augment productivity. The weekly and daily schedules will reflect instructional time that leads toward the mastery of specific educational goals. Expectations of instructional time and OMS grade level curriculum will be outlined in handbooks and provided to parents during PTO and meet and greets. Information will be conveyed on website for the general public. 2. *The OMS school principal will be required to report data to the Board of Directors four times during the course of the school year. Two of these updates will occur in the fall semester, and two will occur in the spring semester. These data updates will provide information on the assessments conducted during this span of time. Data is not limited to, but must include NC Check-ins, report cards, universal screening outcomes, state mandated tests and attendance reports.*

The testing coordinator will provide briefs and updates concerning mandated tests to the Board of Directors. Teachers will provide academic data and progress goals to share with parents and school principal and to report to Board. The data manager will provide updates to share concerning

attendance by grade level and as a school. The Accountability Report Card will be used for review yearly as it is released for the community and stakeholders. The report data will be shared during PTOs for stakeholders and in teacher meetings or PLCs for review, analysis, and growth strategies.

3. *To maintain fidelity to Red Pedagogy, teachers will be required to participate in two Red Pedagogy professional developments that reflect place-based instructional strategies during the school year.* Professional development documentation will be maintained. *On a monthly basis, students will be required to participate and/or produce a project that demonstrates an understanding of the pedagogical framework utilized by OMS. The school principal will be responsible for documenting the relevant use of the Red Pedagogy framework via communication to stakeholders through various means- website, summary reports, and displayed student work. This documentation will occur throughout the course of the school year and the school principal will be expected to report on the effectiveness of the pedagogical framework during the same time-frame that the school principal reports are due regarding assessment data.*

4. *OMS will meet annual enrollment projections at 100%.* Based on the surveys collected for school interest, OMS will host community meet and greets 4 to 6 times yearly for enrollment applications. The school principal will coordinate and host the meetings. Each meeting date and location will be presented to Board of Directors, shared with stakeholders and posted to school website.

5. *OMS Board of Directors will commit to participating in 2 to 3 yearly professional development and/or training, to be modeled for other members of the school community including administration, staff, and parent community at the school as a governing best practice.* The Board Chair will share professional opportunities and training in regular Board meetings. Participation and topic documentation will be maintained, location will be posted on school website for parents, community, and stakeholders to view.

6. *OMS will meet 95% of budget expectations.* OMS finance services will provide expense reports to the Finance Chair of the Board of Directors. Budget reports will be reviewed, discussed, and approved by the Board of Directors. A financial audit will be reported by an independent audit firm yearly. Financial reports and audit findings will be communicated monthly during Board meetings and to stakeholders.

2. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

The governing board, through the goals and methods outlined above, scheduled stakeholder and partnership meetings, community connections, and the excellent reputation of OMS, will monitor the implementation and subsequent progress and/or challenges of the school in achieving the OMS mission. Academic disciplines will be monitored through students' accomplishing individual and collective milestones, engagements, internships, and mentoring experiences through STREAM, SCOS curriculum, college-career readiness standards and Red Pedagogy. Red Pedagogy progress will be reviewed monthly. Discipline Reports and Academic Benchmark Data will be monitored. Summary overview of testing data results will be provided to the governing board. The diverse targeted 34 tribal affiliations will be reflected in student enrollment, identified through Title VI, Indian Education. Professional development will be documented and budget expectations reviewed by reports and audits. Reports and OMS goal outcomes will be shared during board meetings, meet and greets, and in differing venues throughout the community, educational platforms and business engagements. OMS will operate with an open-door policy to collaborate with our partnerships to offer and cultivate rich educational

opportunities which will be documented, and include service learning reports. Other tools to review and identify success and attaining the mission statement include attendance reports (20 day ADM, PMR) Financial Reports and Audits, Climate Surveys, NC Accountability Reports, Principal Reports, Compliance Reports Federal Programming Audits, and Grant Awards. Other indicators of the school's success will include strong parent and community involvement, high number of student applications, and a wait list.

Section 2 Education Plan

2.1 Instructional Program

1. Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods, assessment strategies, and explain how this instructional program and model meet the needs of the targeted student population.

Because Indigenous students make up a small percentage of school age students throughout the nation they're overlooked in discussions about the achievement gap even though it is a pressing issue as highlighted by the National Assessment of Educational Progress (NAEP). Communities throughout Robeson County are home to Lumbee Indians, the largest tribe east of Mississippi, and ninth largest in the nation. Additionally, there are at a minimum of thirty-three additional tribal affiliations among students in the local school system. Still, as evidenced by national, state, and local data, Indigenous students continue to be in crisis educationally. While OMS will be open to other ethnicities, the OMS educational model is designed with the purpose to increase academic performance and success among the diverse and at-risk population of Indigenous students in a Tier I rural county. In that context, purpose and content of the curriculum is extremely important. Research supports that for Indigenous students and caretakers, family/community/school interaction are key elements in educational models; the impact of this relationship is significant on the educational outcomes of Indigenous students. Critically, research demonstrates that cultural and linguistic backgrounds of Indigenous students and the role of family and community should be connected to educational models for Indigenous students. Research establishes that associations with traditional American Indian culture was positively related to school success for American Indian children. The OMS educational model is designed to support the diverse Indigenous population and it establishes a rigorous curriculum for achievement. The core disciplines, STREAM (Science, Technology, River/Reading, Arts, Mathematics) grounds the OMS educational model, the Standard Course of Study (SCOS) are complementary courses to STREAM, and college and career standards to clearly define what students should know and be able to do throughout their K-8 experience; Red Pedagogy is infused for relevancy. The OMS educational model clearly defines and frames the school's mission, *engages students in relevant, rigorous, college and career readiness STREAM disciplines purposed to grow Indigenous leader practitioners that demonstrate preparedness, persistence, self-determination, commitment, and vision for the good of the People*. The rigor of the educational model is established by STREAM, which is a derivative of STEM. STEM education is teaching and learning that anchors to content in the areas of science, technology, engineering, and mathematics. NCDPI provides a strategic educational rubric for STEM. It is imperative to note that STEM is described as a project-based learning with integrated content across STEM subjects. Project-based learning is related to place-based learning instructional strategies, intended to engage students in authentic, "real world" tasks to enhance learning. Project based learning in effective STEM is described as student-centered,

the teacher as facilitator or coach, working in cooperative groups for extended periods of time, seeking out multiple sources of information, often, an emphasis on authentic, performance-based assessments. The terms are used interchangeably. The difference is that place-based or Red Pedagogy in the OMS educational model illustrates ways that STREAM subjects are relevant to Indigenous life. Purposefully, the letter "R" and "A" are included in STEM, because of Indigenous impact and the needed improvement in the Reading discipline. These letters create the acronym STREAM. The "R" represents the historical Lumber River that is significant to the Lumbee community and other Indigenous populations as a prominent resource. Additionally, the "R" reflects opportunities and critical development in Reading. Literacy studies document that students who are on target in reading are substantially more likely to be on target to be ready in other subject matter areas. The "A" provides an infused Arts curriculum, cultivating creativity, through traditional and contemporary forms of color, in both balance and perspective displays. STREAM integrates river, the reading, arts, innovation, and the Red Pedagogy approach with STEM as core disciplines. STREAM education plus other curriculum will carry out STREAM themed content. STREAM disciplines will be organized around units of study and courses that interweave S, T, R, E, A, M, and other content areas as needed to carry out STREAM initiatives. The chosen study for coursework that will complement STREAM is the Standard Course of Study (SCOS). SCOS is a uniform set of learning goals for every public school in North Carolina. The NC SCOS, is approved by the State Board of Education. The SCOS are state content standards for subject areas, English, Language Arts, Mathematics, Science, Social Studies, Healthful Living. The subjects and standards in SCOS will serve as checkpoints, coursework, goals and objectives to complement STREAM disciplines for rigor and delivery for successful achievement on state mandated tests. College and Career readiness standards are the measuring rigor tool for the OMS educational model. College and Career readiness standards measure what students need to know in the STREAM disciplines to be ready for the next grade level. Range and level of complexity, relationships, structure, purpose and style are measure indicators in college and career readiness. STREAM core teachers will use multiple indicators of measures for progress, including a universal screening, early reading or literacy assessments (Fountas & Pinnell), pre-assessments at the start of school, knowledge-and performance based assessments, formative assessments, in addition to projects, writing portfolios, and community service projects, and state and federal summative assessments. Four essential instructional methods will be used with the OMS educational model. They are 1) differentiated instruction, 2) inquiry based instruction, 3) Red Pedagogy as a practice, and 4) increase the depth of instruction. While Professional Learning Communities (PLCs) will influence informal testing, formal testing will follow accountability mandates and a testing calendar will identify testing dates for state assessments. Teachers will collaborate consistently for analysis in student work, and discuss strategies for using multiple data results to inform instruction, and co-create various measures of student success. Recapping the OMS educational model, it is comprised of rigorous STREAM disciplines, the model dependably uses SCOS coursework to complement content; Red Pedagogy is used for cultural relevancy and connection to subjects, as well as an Indigenous instructional approach; college and career readiness standards are considered the measuring stick for rigor and outcomes will be used to plan effectively for strengths, and practices in the OMS educational model.

Curriculum and Instructional Design

2. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

The learning environment will reflect student learning style characteristics, learning and teaching goals for that day/week, assessment strategies that drive and measure learning; and the OMS mission. The basic learning environment in the school is to create a positive learning climate. Elementary students must feel safe, connected and supported in their classrooms and in the school. OMS will cultivate a sense of belonging in the classrooms, hallways, lunchroom- the total school, so that every child will experience trust, caring relationships and the security to engage in learning. Indigenous People historically determine connections in tribal/family/land connections, and this practice remains relevant in today's communities. This practice will be acknowledged, as will the school's location in the center of Indigenous communities. All grade levels will have 2 teams. The elementary span, K-2 classrooms, will include 20 students, the teacher and assistant. Grade 3 will also have 20 students, the teacher and .5 teacher assistant. Differentiated instructional strategies aligned with learning styles will provide elementary students with multiple opportunities to use preferred learning style and/or to make connection or discovery in learning. While there will be structured learning, including independent learning in the classroom to think, act, and pursue studies autonomously, there will be opportunities for cooperative learning, which model traditional Indigenous (Red Pedagogy) group community approach. Cooperative learning encourages students to work together on common tasks/activities. Cooperative learning also anchors college and career readiness standards and STEM practices, in specific features, such as emulating project-based and work-based roles, increasing team work through hands-on, problem-solving, creatively exploring solutions practices, and career readiness skills that grow innate leadership attributes. Students will experience cross-disciplinary/interdisciplinary approaches to apply concepts in one subject area to other subject areas (which is a priority of Red Pedagogy instruction). Grades 4 and 5 are considered elementary/preadolescent will have 2 content based teachers. Middle school students, 6th- 8th grade, will engage in content specific learning environments. Changing classes will be a transitional practice in the OMS model. Grades 4 and 5 will have 2 content based teachers and will have access to a limited departmental style. This style will present opportunities to become acclimated to middle school practices, including differing teacher expectations and more subject-specific content-based courses and assignments. The class sizes in Grades 6-8 will remain at 20, with even more knowledge content specific teachers. Classrooms will have a sense of belonging, connectedness, and classroom spaces may serve as a learning lab, depending on goals and objects for lesson. The classroom may use individual desks (for instructor-led and autonomous learning) and/or moving together for collaborative learning and work products to practice teamwork or collectivistic learning (Red Pedagogy approach). More holistic learning opportunities will emerge through course disciplines to connect STREAM, SCOS, College and Career Standards, and Red Pedagogy. The learning environment will be aware and sensitive to the developmental needs of middle school students, so learning becomes more personalized through instructional strategies, individual student academic strengths and challenges. For Indigenous students, the middle school years are critical. Cultural identity is developing and as individual students, there is growing independence, more complex friendships, and more peer pressure. Indigenous students become more aware of the trauma, disparities, and barriers that exist in the community. These milestones and biological changes are layered within natural middle-school age development time-points and

students must learn how to navigate dual (mainstream and Indigenous cultures) living systems. Positive Indigenous role modeling is necessary. The learning environment will provide more opportunities to engage in STREAM core disciplines and SCOS coursework with applications to connect Red Pedagogy practices. Students will engage in four essential instructional strategies (differentiated, inquiry-based, Red Pedagogy, and/or increased depth of instruction to learn dual-based systems of knowing (mainstream and Indigenous) and critically think, problem-solve and become more self-aware. Students will practice preferred learning styles and engage in opportunities to become more confident with multiple knowledge systems, to include mainstream teaching and learning, connections to Indigenous practices and knowings in subject content and associations with college and career readiness measures. The learning environment will reflect personalized learning and offer opportunities where assessments are persistent, authentic, transparent and never punitive. Indigenous students will learn mastery of test-taking, a current barrier nationwide and locally, as testing data demonstrates. The OMS learning environment will demonstrate daily operations of academic rigor, relevance, and connection, providing opportunities and expectations of high achievement, growth and community among Indigenous students.

3. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.

The OMS educational model aligns with the NC Accountability Model; core disciplines include STEM core content and SCOS studies, research-evidence curriculum. OMS students will participate in state mandate testing. The OMS educational model will use data sets and results to make informed decisions regarding teaching and curriculum growth. However, the OMS educational model offers space for personalized learning, success, and opportunity through Red Pedagogy, a place-based curriculum. Red Pedagogy is also identified as an essential strategy for teaching Indigenous students and others. Research and data included in the application and throughout the appendices demonstrate that the mission of the OMS educational model is to engage students in college and career readiness STREAM core disciplines. The mission statement aligns to the identified needs of the targeted population, while requiring personal discipline to prepare for improved learning. *The Condition of College & Career Readiness 2015 American Indian Students ACT* states that critical programming is necessary to help Indigenous students become academically, socially, and emotionally prepared for the demands of college and/or careers. ACT research shows that younger students who take rigorous curricula are more prepared to graduate from high school ready for college or career. The report determined that there is a need to promote initiatives, educational models to better meet the needs of underserved learners and develop solutions and services that make a difference in their lives. Historically, Indigenous students have not experienced great success in school careers; it is reported that this population has the lowest educational attainment rates of any group in the United States. Robeson County Schools 2017 Percent Participation Justification Form found that Indigenous students represent a disproportionate number of the 18% students identified with disabilities. A US Department of Education study that identified the top reasons as to why Indigenous students drop out of school. The study documents curriculum designed for mainstream America, uncaring teachers, and tracking into low achieving classes and groups. The OMS educational model offers solutions to

these barriers in the mission statement and the OMS educational model. The OMS educational model uses STREAM core disciplines, complemented with SCOS subjects and college and readiness standards measures. Curriculum and rigor become relevant through Red Pedagogy/place based practices. The OMS educational model is an original design developed for school success. It is crafted for Indigenous students and marginalized populations, who often are identified with negative labels such as at-risk, students with disabilities, and disadvantaged in traditional schools. The OMS educational model closes the achievement gap because as it prepares students for rigor, using dual knowledge systems, research evidence based curriculum and place-based pedagogy. The OMS educational model uses role models/ mentors in the school and our partnerships to model accomplishments and success for students. The OMS educational model aligns to how Indigenous People must operate in the larger society. Dual-based systems for life operation include mainstream norms and Indigenous norms. The OMS educational model targets middle- to low income students and promotes student engagement to experience these findings. Significantly, our Indigenous community already has a pool of Indigenous educators that will be possible candidates for positions in the school and to model the mission statement. There is an interesting caveat to southeastern Indigenous educational history. The Indigenous communities in Robeson County are home to multiple Indigenous professionals, including teachers, engineers, administrators, lawyers, doctors, professors, accountants, etc. These Indigenous People will serve as examples for Red Pedagogy. Southeastern Indigenous ancestors fought and established their own schools to become educated. Indigenous People attained education in Indigenous communities when the schools were community schools and Indigenous culture was embedded in education, the buildings, and teaching practices. This is recognized throughout Indian country in the United States. OMS will leverage professional, career, and community assets to enhance the OMS educational process. Studies included in Appendix O strongly support cultural inclusion, family, and connection.

4. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

OMS instructional essential strategies are research-based and place-based or project- based. There are four essential strategies in the OMS educational model. 1) Differentiated instructional strategies provide students with multiple opportunities and the use of preferred learning style to make connection or discovery. Students will develop abilities to learn through multiple modes of instruction, and experience increased academic achievement. 2) Inquiry-based instruction is a student-centered approach where the instructor guides the students through questions posed, methods designed, and data interpreted by the students. Through inquiry, students actively discover information to support their investigations. Inquiry-based instruction is widely supported in STREAM/STEM to improve student learning. 3) The premise of Red Pedagogy is a cultural differentiated instructional strategy that places emphasis on cultural identity and relevancy. Red Pedagogy uses the core discipline subject content and the goals or objectives to demonstrate connections to Indigenous practices and customs. Red Pedagogy establishes how subject content discipline are applicable in Indigenous customs and practices. Red Pedagogy and Indigenous ways of knowing becomes an approach for meaning in core discipline subject matter. Thus, Red Pedagogy makes learning more significant, practical, and fundamental to Indigenous students. 4) Increase the depth of instruction. OMS teachers will move students through the stages of rigorous

instruction (thoughtful work, high level questions, and academic discussion) usually accompanied by purposeful learning activities/tasks. Ultimately, these instructional strategies encourage students to become problem-solvers and critical thinkers who can drive their own instruction. Using the 4 essential strategies creates the skill set to reflect an organic diverse platform for students to grow dendrites to increase student creativity in applications. Teachers will encourage students to apply knowledge, principles, and processes to more than one academic discipline (cross-disciplines/content) and simultaneously encourage students to make connections to learning in analysis of recent happenings in the world and/or Red Pedagogy/place-based learning in Indigenous culture. The 4 essential strategies are positioned within building relationships, connections, and a sense of belonging. The OMS educational model becomes an approach for behavioral and academic success, and shapes a community of learners that develop skill sets for leader practitioners. These 4 essential strategies and student outcomes yield data sets for STREAM disciplines, SCOS, college-career readiness standards and Red Pedagogy performances. OMS school principal, faculty and staff, will use data to further inform instructional and programmatic decisions throughout the year. Classroom instruction tools for planning implementation of the 4 essential strategies include Professional Learning Communities (PLCs), service-learning partnerships, data profiles from existing records/demographics, data informed lessons sessions, professional development, classroom management collaborations, and class time instruction analysis awareness.

5. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.

The OMS instructional plan is a multifaceted approach to engage learners. OMS educational model provides research evidence based and Red Pedagogy- place based coursework to connect and relate subject content. Student readiness includes developmental considerations. Approaches to learning may vary in their origin (such as gender expectations, cultural patterns, learned behaviors) and malleability. It is believed that there are approaches to learning that reflect predispositions, and are developed very early. OMS will be prepared for children that may struggle in learning specific skills for reasons related to their abilities, cultural and linguistic background, and economic status. OMS will design and if needed, redesign teaching approaches because the expectation is that all children can learn and bring specific gifts to the classroom. However, OMS is aware of Indigenous students' subdued affective domain and recognize that some children may face challenges due to circumstances and limited opportunities. There are five prioritized domains at OMS in school readiness transition. Domains include 1) *language and literacy development*, 2) *cognition and general knowledge* (including early mathematics and early scientific development, Red/pedagogy scaffolding), 3) *approaches toward learning*, 4) *physical well-being and motor development*, and 5) *social and emotional development*. The domains are intended to be overlapping and indicate a child's ability to succeed in the school setting. As OMS students ready for middle school transition, the OMS educational model will continue to reinforce the sense of belonging, self-regulation, and the significance of Red Pedagogy aligning with Indigenous identity and important beliefs at appropriate developmental stages. Middle school transitions are sensitive to 1) dealing with peer pressure; 2) increased high stakes testing; 3) coping with a range of social and physical changes; and 4) growing into adulthood. STREAM disciplines and SCOS will focus on heightened levels of development, critical knowledge and skills that students need to be successful at the next grade level. End-of-grade and diverse assessments with rigorous open-ended questions and real-world

applications (that include Red Pedagogy and the place-based curriculum) require students to express their ideas clearly with supporting facts. The student assessments, both informal and formal are critical in evaluating student readiness to transition. OMS will use the state's Ready Accountability model, to gauge developmental and academic progress. The Accountability model will display on report cards and progress reports to indicate functionality and operational grade level. Achievement Level 1: Limited Command, Level 2: Partial Command, Level 3: Sufficient Command (Grade-Level Proficiency), Level 4: Solid Command (Career and College Readiness), Level 5: Superior Command (Career and College Readiness). Notably, Level 3 identifies students who have a sufficient command of grade-level knowledge and skills in the tested content areas (English language arts, math and science) to move on to the next grade but who may need additional support to be on track for career and college readiness. Achievement Levels 4 and 5 indicate students are on track to be career and college ready by the time they graduate from high school, if students continue growth. The Accountability model for OMS will include Accountability indicators and OMS student performance indicators. Data collected to assess student performance include universal screenings, pre-assessments at the start of school, knowledge-and performance based assessments, formative assessments, summative assessments, in addition to projects, writing portfolios, and as they enter middle grades, engagement with mentors/service learning. OMS will use running records for young readers and writing portfolios. A running record assesses reading quickly and frequently. It is a formative assessment. Student writing portfolios are purposeful collections of selective significant samples of student work accompanied by clear criteria for performance which evidence student effort, progress or achievement. Student portfolios will provide work samples of the OMS educational model that can be shared through student-led conferences and other venues. Dibels (8th edition), K-8 will be the universal screener. The Dibels are research-based measures, linked to one another and predictive of later reading proficiency. Fountas & Pinnell Literacy offer assessments, classroom resources, and interventions for students that are being reviewed. These assessments will be used as accountability measures to guide instruction in the OMS educational model.

6. Describe in a brief narrative below on how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

The OMS calendar will follow requirements of the State Board of Education policy for School Calendar and Instructional time found in the policy.

Each school day will operate for approximately 6.5 hours or 405 minutes, or a total of 1,025 instruction. However, these instructional minutes does not reflect planned and potential after school activities and practicums that will include intensified tutoring support for students identified as struggling or at-risk or students working with AIG projects or community/cultural projects (Red Pedagogy). The proposed calendar provides faculty five days in professional development in July 2020 to train on Red Pedagogy and infusing the pedagogy in STREAM and SCOS disciplines. August 2020 also provides an additional four days for orientation, courses of studies curriculum, and readying classrooms. The calendar maintains instruction to coincide with the mission and the OMS educational plan, and provides 3 early dismissal days, and 2 full days set for additional professional development. The academic calendar identifies when parents should expect progress reports and the end of the grading period, and report cards. The academic calendar supports the OMS mission to engage students in relevant, rigorous, college and career readiness disciplines. Parents and students are informed of school happenings such as early release and professional

development days for teachers, so that caretakers can plan accordingly. A Board Meeting Calendar is also in the same style as the Academic Calendar. The Board Meeting Calendar denotes the monthly dates and time for meetings, using the 1st Tuesday at 5:30 pm for transparency and Open Meetings. The Board Meeting calendar also presents dates and times for the Advisory Body Council, School & Community Council, and the Parent-Teacher Organization. Both the Academic Calendar and the Board Meeting Calendar will be available to parents in handbooks and on the OMS website. Calendars can be viewed in Appendix D.

7. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. The school day starts at 7:45am and ends at 3:00pm for all grades. There are 405 instructional minutes for each instructional day for every grade level. In K-2, the day begins at 7:45 with STREAM manipulatives followed by language arts/reading/problem-solving and writing, continuing to 11:45, totaling 4 hours and 30 minutes. This block of time includes English/LA, reading, writing portfolios, and integration of STREAM disciplines in Reading and English/Language Arts. The math curriculum is for 30 minutes and carries into hands-on instruction, for 1 hour. Science and Social Studies are in this block of time as well. There is another 45 minutes at the end of the day that is used for small group work, health, and the Arts Curriculum to integrate Reading/ELA, math, Science or Social Studies. Teachers will determine usage based on data results. Grades 3-5 begin their morning with writing, word study, or STREAM tasks/activities. 8:15 signals time for reading/language arts/writing portfolios block and continues to 11:30, or 3 hours and 15 minutes. STREAM Reader's Workshop is a consistent study. There are days that leadership tasks, Arts Curriculum, Music/ and River activities are included in this block. Math is 1 hour, Science/hands-on activities is 1 hour, and Social Studies/Health is 30 minutes. Grades 6-8, is more content specific and more structured. The day begins with a problem of the week task on Monday to work on during the week, study prep, or Drop Everything and Read Opportunity, blocked for the first 30 minutes. ELA/Reading begins at 8:15 and continues to 9:25 for 1 hour and 10 minutes. It should be noted that at 9:25, to 10:00 block, students are engaged in leadership projects, STREAM, or Arts Curriculum that integrate with Reading/ELA. Reading ELA and STREAM Reading discipline is blocked for 1 hour 10 minutes daily. Students will work with writing portfolios for 50 minutes. A total of 4 hours and 15 minutes are blocked for these content areas; with STREAM projects/task integrated or cross disciplinary instruction. A block of 1 hour is provided to math, and STREAM Science and Social Studies is 45 minutes, there is also a block of 15 minutes that provides students with STREAM tasks that may include any of the disciplines. If schedules are viewed in Appendix E, there are illustrations for opportunities to infuse Red Pedagogy in subject content. It is illustrated with a small red circle and can be easily immersed, using any of the 4 essential instructional strategies.
8. Describe a typical day for a teacher and a student in the school's first year of operation. A typical day begins with arrival and readying for students at 7:45. During the week, there will be time set timeframes for one or more of the following PLCs- grade level planning, data reviews, content planning and webinars, special PLCs, and professional development for STREAM disciplines, SCOS, application of College and Career Readiness standards

and infusing Red Pedagogy in content areas and the essential instructional strategies implementations. All teachers will be in the role of instructional leader, coach, and/or facilitator. Teachers in K-2 will have 20 students and 1 assistant. Teachers will work as the instructional leader in the classroom, but will have time weekly to plan for lessons. Teachers in third grade will have 20 students and .5 time assistant. The teacher's day will align with a K-2 schedule, but students will work with more independence. Teachers in grades 4-5, have 20 students per class, and will set expectations for student to be more independent learners. While the teacher still has flexibility in the schedule, especially in the Reading/ELA block, there is increased time for math and science. Teachers in grades 6-8 are more content specific in instruction, although cross-discipline instruction and integration will occur. Teachers will also use planning time to discuss service-projects and partnerships.

High School Graduation and Postsecondary Readiness (High Schools Only)

9. Describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered.
Not applicable
10. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).
Not applicable
11. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.
Not applicable

Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

Attach Appendix C: 9-12 Core Content Electives. Provide a visual disseminating what courses (both core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.

Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

Attach Appendix E: Daily and Weekly Schedule Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

2.2 Special Populations and "At-Risk" Students

1. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.

OMS students will have multiple opportunities to engage and learn. OMS student performance indicators and data collected will include universal screenings, pre-assessments at the start of school, knowledge-and performance based assessments, formative assessments, in addition to projects, portfolios, and state summative assessments. Universal screening is the systematic

assessment of all students on academic and/or social-emotional indicators to purposely identify students who are at-risk, and may require support that varies in terms of level, intensity, and duration. Dibels, 8th edition is a battery of short fluency measures, used for universal screening, benchmark assessment, and monitoring in Kindergarten-8th grade. Dibels Universal screening is typically conducted three times per school year and consists of brief assessments that measure critical skills. Fountas & Pinnell also offers a Benchmark Assessment Systems to determine students' independent and instructional reading levels. MTSS will begin at the beginning of the school year, to identify students that need additional support. OMS students, K-8 will participate in universal screening as a part of the MTSS process and to ensure effective and efficient supports for all students. The universal screening tool selection is one of the most critical decisions the school administrator and faculty will make regarding instruction and support for OMS students. These data sets will provide insight on practices, programs, instructional strategies for our OMS population. The tool be a critical factor in instructional practices. The school principal and team will define supplemental and intensive intervention systems for academic areas of need using these prompts: What are the programs and practices? What does the data say? When is the intervention provided? Who provides the intervention? How are teachers and staff trained and coached in the intervention delivery? How is progress monitored? Once these questions are answered, and direction established, implementation and monitoring is instituted. Since all OMS students are involved in the OMS educational model and data is collected through student performance indicators, all students are a part of the Multi-Tiered System of Support System (MTSS). Core instruction or the OMS educational model is Tier I. Students that identified as needing additional support will be placed in Tier II. The Tier II team generally includes the teacher, the intervention expert and parents engaging in problem-solving strategies to discuss considerations of instruction, curriculum, and environment. Tier II consists of supplemental instruction in addition to core instruction for students. Tier II supplemental instruction requires reteaching and review of Core instruction and complementary curricula concepts. Tier II occurs outside of the time dedicated to core instruction, in groups of 5–8 students, and focuses primarily on providing increased opportunities to practice and learn approximately 30 minutes, 3–5 days/week, with progress monitoring biweekly or monthly. The process usually lasts for 8–15 weeks; instructional decisions then will be made concerning progress. The MTSS team for Tier III is usually the Intervention expert, content specialist, and exceptional children's teacher. Instruction in Tier III is even more intense and focuses on remediation of skills, more strategically structured, and may include remediation intervention programs for individual-level needs. Tier III is provided for a longer duration of time (both in overall length of intervention and regularly scheduled minutes of instructional time), usually 20 or more weeks and occurs in smaller groups, usually about 45–120 minutes, 5 days/week, with progress monitoring twice/week or weekly. There is more intensive guided practice, more intensive practice of core and remediation content and considerably more time spent on reviewing concepts and allowing practice. It is important to coordinate additional time for problematic curricula, without interrupting, conflicting with, or cutting instructional time from classroom instruction.

2. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.

Four of the founding board members have professional career experience in working with special populations. Dr. Tiffany Locklear, Lumbee, served as a school administrator, and was the school's testing coordinator; she participated in training and made certain that provide specific testing accommodations were granted to special populations during benchmarks, Check-Ins, End-of-Grade testing, etc. She was a classroom teacher and used instructional strategies that reflected student population needs, and, again, classroom accommodations were implemented based on individual student needs. Currently, Dr. Locklear works at the local university. She teaches Education Foundations, 3-6 Mathematics, and in the Graduate Program, she teaches Math and Science courses. Dr. Locklear supervises interns during student teaching and serves as a mentor for Indigenous administrators. Dr. Locklear has an undergraduate certification in American Indian Studies. Dr. Brenda Dial Deese, Lumbee, was Director for Student Services in the local school system. She is a Licensed Professional Counselor Supervisor (LPC-S) and a National Certified Counselor (NCC). Throughout her career, she has advocated for all students, in a district that is recognized as one of the most diverse counties in the nation, was well-known for attendance issues, high dropout rates, and a high population of students with 504s. She designed and implemented a successful program called Keeping Kids in School (KKIS). She supervised the school social workers and school counselors, designed and implemented programs with RLIS federal funds following federal guidelines. She also supervised the regular Homebound Program. Dr. Deese was a school counselor at multiple schools during her tenure in the county and served special populations with counseling services. She was the testing coordinator in three schools that provided accommodations for special populations. Dr. Deese worked as a Student Support Counselor in TRIO and served Disabilities Coordinator at UNCP. TRIO serves first generation and low income students; as the Disabilities Coordinator, she worked to coordinate accommodations for students with disabilities in the university setting. Currently, Dr. Deese teaches School Counseling Internship and supervises intern school counselors. She has taught multiple courses in undergraduate and graduate including Human Development, Multicultural and Social Justice, Applied Educational Psychology, Culture, Communication, and Learning, Developmental Psychology from Birth to Young Adulthood. Dr. Deese's research includes grounding worldview, norms, knowings, and values of Southeastern Indians. She also developed an Indigenous Leadership Styles (OILS) assessment that allows the participant to determine the degree of Indigenous identity/and values used in leadership practices. Dr. Rose Marie Lowry-Townsend, Lumbee, is the Director of the Boys & Girls Clubs. She provides program planning to seven clubs, with approximately 500 students, with a range of needs and special populations. Dr. Townsend has served as an Assistant Superintendent in Human Resources, working with compliance regulations and equity issues in a diverse large school district. Dr. Lowry-Townsend served in the position as Superintendent for the Cherokee Central Schools, where she served three schools. She was also a principal at one of the largest middle schools in Robeson County. In every professional capacity, Dr. Lowry-Townsend served students identified as low socioeconomics, exceptional children, at-risk for dropping out and students living with extended family, not biological parents. Dr. Denise Hunt, Lumbee, currently serves as the Lead Instructional Coach for North Carolina New Teacher Support Program at UNC-Pembroke. Dr. Hunt provides instructional support for novice teachers. She is also an adjunct instructor at UNC Pembroke. She teaches Introduction to Education and Introduction to Curriculum Design and Best Practices courses. Dr. Hunt also worked at UNC –Charlotte as a New Teacher Support Program Instructional Coach. All

members serving on the OMS Board of Directors are enrolled tribal members and have lived and served professionally in Indigenous communities in North Carolina and in other states.

3. Explain how the instructional plan and curriculum will meet the needs of English Learners (EL), including the following:
 - a. Methods for identifying EL students (and avoiding misidentification).
 - b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for EL students.
 - c. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.
 - d. Means for providing qualified staffing for EL students.

According to the 2017 EL headcount, out of the approximately 23,000 students in the Robeson County schools, and 1,546 are identified as EL. OMS will implement research-based strategies to meet the needs of our English learners. OMS will use WIDA resources and tools to support the needs of OMS multilingual learners and OMS educators. OMS recognizes that under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Acts, OMS must ensure that English Learners (EL) can participate meaningfully and equally in educational programs and services. A. OMS will administer the Home Language Survey, if a language other than English is determined with students; OMS will use W-APT and WIDA Screener as English language proficiency screening tools to determine if the student is an English Learner (EL). If needed, the W-APT and WIDA screener can be given 90 days before school begins and as new students enter throughout the year. Parents will be notified that their child will be administered the screener 30 days before school begins of 1st day or 14 days after enrollment. There is also an annual ACCESS test of English language proficiency for students arrive during the year. B. OMS will employ the SCOS Listening and Speaking Standards and Include the Rigor and Higher Thinking Components as a complementary learning model to the OMS educational model. OMS will also integrate WIDA standards for ELs. Instructional strategies will include preparing learners to activate prior knowledge, scaffolding meaning making with complex texts (similar to the application of Red Pedagogy), working in cooperative groups to have extended interactions with peers of varying English proficiency levels, provide EL students with background knowledge about a topic, activity, or subject to be discussed in class, or activate their existing knowledge of a topic (this increases student interest and allows more focus on instructional goals), also OMS will value linguistic differences- the school community can learn about the EL's home cultures and languages, and view cultural and linguistic differences as resources rather than obstacles. C. Each EL student will have a student profile and use WIDA standards and matrices to document the progress of the EL student. When the student demonstrates a Level 5 (Bridging) or Level 6 (Reaching) proficiency that signify that English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area. The OMS Test Coordinator will be responsible for appropriate administration and works with the team/committee for making decision about assessment accommodations. OMS will monitor the progress of all EL students so that data is available to ensure they achieve English language proficiency and acquire content knowledge within a reasonable period of time. ELs will participate in required State-Mandated Tests in the North Carolina Testing Program and ACCESS for ELs. If a EL student meets the Comprehensive

Objective Composite (COC) set by the state, that reflects an overall composite score of 4.8 or above or at least a 4.0 on reading and writing domains. The EL student will be considered Monitored Former English Learners (MFELs) for four years after they exit EL status and be a part of the EL subgroup. D. OMS will target candidate(s) for the specialized EL position(s). OMS will be proactive and engage in widespread and continuous recruitment for qualified EL teachers to effectively implement the OMS EL program and provide supplemental training to the staff and faculty when appropriate.

4. Explain how the school will identify and meet the needs of gifted students, including the following:
 - a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
 - b. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.

A. Purposeful communication will occur among and between OMS teachers, parents, and partnerships to ensure an effective continuation of gifted K-8 services for our students. A pool of students who possibly qualify for services will be identified. OMS will receive referrals from teachers, parents, peers, or others including self-nomination for gifted educational services. OMS will administer both non-traditional and traditional standardized measures that are based on current theory and research. It is recognized that gifted learners from under-represented population are overlooked in gifted programming; OMS will provide intentional support to ensure all OMS students' potential is recognized, developed, and increased. OMS will develop policies and procedures for a variety of acceleration opportunities, including compacted content, subject and/or grade acceleration and identifying abilities that will include traditional strengths and skills in traditional culture/Red Pedagogy. OMS will use partnerships to advance learning opportunities for under-represented Indigenous population, to include culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. OMS will use talent development strategies, such as differentiated teaching, multidimensional concepts or paradigms to further develop inherent general intellectual abilities, specific academic aptitudes, visual and performing arts talents, leadership, and creative and productive thinking. OMS will intentionally cultivate and develop the potential of young (K-3) students through purposeful and intentional differentiated curriculum and instruction. OMS will foster the development of future-ready skills including critical thinking, communication, collaboration, creativity, and leadership through the OMS educational model and partnerships that are established with OMS. OMS will ensure on-going and meaningful participation in the planning and implementation of the OMS gifted program. Evaluation of the program will occur to make certain all services are effective in meeting the needs of OMS gifted learners. An identified Professional Learning Community (PLC) for the Gifted will collect both formal and informal data, and meet at least twice a year to evaluate the progress and effectiveness of the current program. The PLC Gifted will also meet at least once a year to focus on the successes and challenges of the program. OMS will collaborate with the School of Education at UNCP in an advisee role to employ an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. OMS will provide opportunities for specialists and other teachers to plan, implement, and refine techniques through professional development learning. Updates and data reviews for Gifted students will be provided to the OMS Board of Directors and stakeholders.

2.3 Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA)*, IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies *Governing Services for Children with Disabilities*. All public schools are responsible for hiring licensed and 'highly qualified' special education teachers pursuant to law. *Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

Identification and Records

1. Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.

According to state records, roughly 18% of the Robeson County school's enrollment in the last years was designated as exceptional children. It was also found that Indigenous students in the 8th grade were found to be the largest disproportionate group by racial comparison. At OMS, all students with 504 plans should be given the opportunity to receive a free and appropriate education. OMS will follow the following protocol for students entering the school that have been previously found to be eligible. OMS will have a chart/record on site listing EC students divided by placement (regular, resource, separate, 504) and the date each student's record is received. If the student enrolls and has a 504 plan, and is not provided upon enrollment, the OMS designee may have to request the 504 plan from the previous school, including all supporting documentation. OMS will honor the existing 504 plan until the team can meet. The team consists of the Exceptional Children's Teacher, General Education Teachers (or school faculty based on the student's disabilities), and Parent(s). Once the plan and supporting documentation are received, a 504 team meeting will be scheduled within 30 days. The purpose of the meeting is to determine if the student is eligible and the accommodations are appropriate for the student in the OMS classroom setting. The team shall review all documentation, including student progress, teacher reports and any other documentation about the effectiveness of the plan and the use of accommodations. The team may consider whether the student might be served in other ways. If the plan is found to be appropriate, the plan can be implemented or adjusted as necessary.

2. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.

Under the Child Find obligation, OMS will take efforts to identify and locate qualified students with a disability attending OMS, and take appropriate steps to notify the students and their parents/guardians of OMS's obligations under Section 504 and IDEA. Referrals of students for consideration can be made by any number of persons, including school staff, teachers, and parents. In the OMS educational model, the Multi-tiered system of support (MTSS) is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. MTSS employs a systems approach using data driven problem-solving to maximize growth for all. MTSS professional development trains teachers in instruction and tiered support services to avoid misidentification of special education students. Additionally, documentation or diagnosis (such as from a doctor/mental health professional), will trigger the necessity to convene OMS Support Services team to determine if an evaluation is warranted. If a

parent requests evaluation/eligibility determination, the team should ask the parent to provide that information for the team's consideration. If the documentation is provided before or at the initial meeting, the team may have enough information to –determine if an evaluation is appropriate; conduct an evaluation using existing information, including information provided by the parent; and develop and appropriate 504 plan. If the parent does not provide the information, the lack of documentation can be considered when determining if there is reasonable basis to suspect a 504 disability, and if so, what additional evaluation information is necessary to determine a disability and subsequently an appropriate accommodation plan. If parents refuse to provide copies or access to updated medical information, this can be weighed and be balanced against existing school information when the team reconvenes. OMS personnel can offer to send a request to the health provider to obtain documentation, wherein a written parental release form is required. Once a referral is made parental consent/permission is required prior to conducting the initial evaluation/assessment procedures. If a parent declines consent, the process ends. When considering misidentification of special education students in the 504 process, it is always necessary to remember that it is the goal for the student to have a reasonable opportunity to participate and learn. Therein, to be eligible for a 504 plan, a student must be diagnosed with a disability AND the disability must result in substantial limitations in a major life activity. OMS will diligently follow the law, in making certain that accommodations are those needed to provide students with disabilities the same level of access for success in the OMS educational model, as non-disabled students. Related services, documented in the IEP, include transportation, developmental, corrective and other supportive services, such as speech-language pathology and audiology services, rehabilitation counseling, orientation and mobility services will be coordinated by the EC teacher. A tracking system will be in place for teachers to monitor individual progress.

3. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:
 - a. Requesting Records from previous schools
 - b. Record Confidentiality (on site)
 - c. Record Compliance (on site)

Requesting Records from previous schools- When any child transfers from one school system to another school system, or from one school to OMS, OMS, will request the school records from the school from which the child is transferring. If the child's parent or guardian provides the child's record (or withdrawal form) to OMS from which the child is transferring, OMS, within 30 days of the child's enrollment, will request written verification of the school record by contacting the school named by the withdrawal form or parent. If the student transfers from within the school district where OMS is located, the file should be transferred as part of his/her student record as a confidential file. If the child transfer from out of state, contact will be made, and followed up by a mailed request for records. **Record Confidentiality-**OMS will maintain a confidential in a specific color (such as Blue) in a secure location where the administration and appropriate personnel, have access at all times. The cabinet will indicate by labeling who has access to the information. The school principal, EC teacher, and administrative assistant will have direct access and will monitor who is accessing files. Each file will include a sign-out document to record the following- printed and signed name, the date, and the reason for file review. **Record Compliance-**OMS will maintain a compliance item checklist to align with the NC DPI Special Education Record Review Protocol for each student through Student Report – Alignment to the OMS EC(NCDPI) Strategic Plan- The EC teacher will be responsible for monitoring compliance with all federal and state laws, policies,

timelines and ensuring that all files include quarterly progress notes from the EC teacher and related services staff. IEP team meetings will be held at least annually. Parents will be notified of meeting date, location, and time. OMS will comply with the Family Educational Rights Act (FERPA) and state policies related to reading, inspecting, and copying a student's educational records. OMS collects, analyzes, and utilizes valid and reliable data, including data profiles to make informed decisions. School employees will receive training as related to the confidentiality of student records consistently, at least yearly. If areas of non-compliance are noted, OMS will take necessary steps to ensure best practices.

Exceptional Children's Programming

4. Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.

OMS believes that children with mild, moderate, and severe disabilities should be with other students in general education to the "maximum extent that is appropriate." Special classes, separate schools or removal from the general education should only happen when the child's learning or attention issue – his/her disability under IDEA is so severe that supplementary aids and services can't provide him with an appropriate education. The majority of students with disabilities spend 80% or more of the school day in general education settings. Accordingly, the least restrictive environment means that, to the maximum extent appropriate, children with disabilities shall be educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. OMS adheres to the federal government mandates for inclusion in the least restrictive environment. OMS will use a progress monitoring plan, a written plan developed by the IEP team that specifies the following: Identifying and operationally defining the behavioral or functional knowledge, action/skill or ability that will be measured; Identification and description of the data collection method/tool; Description of how often, time of day and where student progress will be assessed; Identification of team members responsible for data collection, fidelity checks, data interpretation and writing progress reports. OMS endorses the idea that students with disabilities are always general education students, and as such, students with disabilities will have opportunity to engage in differentiated core, supplemental and intensive supports. Students with disabilities may engage in *specially designed instruction* for effective integrated systems in academic, functional, behavioral, and social emotional skills for students. *Inclusion*, a teaching approach for this population focuses on including students with special education in the general education classes with support. At OMS, the IEP team and parent will determine the LRE, based on the individual student.

5. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?

OMS will take steps to ensure that children with disabilities have available to them the variety of educational programs and services available to our children without disabilities. Practices may include, but are not limited to: * General education classroom with support, where the student spends the entire day in a general education class. The student supports and services may include a tutor or aide, assistive technology, related services, accommodations, modifications or any combination of these. *Partial mainstream/inclusion classroom where the child spends part of the

day in a general education class. He/she receives individual or small-group instruction in a special education class, or is pulled out of class for some services. Another strategy may include special education class with specialized instruction for kids with similar learning needs. Services may include supplemental aids and services in the LRE section, technical assistance in the LRE section, present level of academic achievement and functional performance, accommodations and modifications ensure all school programs, activities, and environments are accessible. Importantly, the IEP will serve as a blueprint to guide OMS and the Support Services team to provide services for success. Accommodation strategies will serve to identify changes to remove barriers in learning, such as instructional presentation or changing the way information is presented, or the way a child completes assignments or tests. The setting is a change in the environment where a child learns- such as separate room for testing, or timing and scheduling, to provide extended time a child completes a task. Modifications aren't the same as accommodations. Modification changes *how* the child learns. Modifications change these expectations. Modification of curriculum and expectations are typically used when a child has trouble keeping up in school. Significantly, all children at OMS will have opportunities to engage in the OMS educational model and experience STREAM disciplines, SCOS coursework, college and career readiness standards, and Red Pedagogy. These research-based and place-based curriculums have capacity to model mastery of goals and objectives in the research-based curriculum through connecting experiences to the history, environment, culture, economy, literature, and art to Indigenous People.

6. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

OMS will ensure that FAPE is available to any individual child with a disability who needs special education and related services. OMS will use whatever state, local, federal and other sources of support are available to OMS to meet the requirements to support students with disabilities. OMS is obligated to make FAPE available to any eligible child attending OMS. The eligible child will have an IEP and a date when the services begin. OMS will provide FAPE or special education and related services that are provided at public expense, under public supervision, and direction, and without charge; OMS will use the following elements- MTSS- using supplemental and intensive interventions in general classrooms, or specially designed instruction which requires adapting the subject content, including methodology, or delivery of instruction. IEP development and appropriate implementation and monitoring ensures opportunity for learning and problem solving for improvement and research-based instruction and practices supports addressing gaps for grade-level standards.

7. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.

The IEP team consists of an OMS EC representative, parent of child with a disability, regular education teacher of the child, special education teacher of the child, and other persons knowledgeable about the child. The team, including parent participation will develop the most current IEP. The IEP will contain statements of the student's present levels of academic achievement and functional performance. The IEP will contain statements of measurable annual goals that address the needs identified. A relationship will exist between the IEP and classroom activities. The IEP will contain a description of how student should progress toward meeting annual goals will be measured. The IEP indicates how the student will participate in the statewide assessment program(s) with or without accommodations. The IEP indicates how the students will participate in OMS educational model with or without accommodations. The IEP documents the

most recent actions/strategies and contains a description of all actions proposed or refused. The IEP or written notice contains the date and method in which the notice was provided to the parent prior to implementation. A statement of the parent's procedural safeguards and will provide sources for the parent to contact to obtain assistance in understanding the regulations and will be provided to them. OMS will engage in early dispute resolution within the first 20 days of a complaint. The meeting will include parents and relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request; and a representative of OMS who has decision-making authority on behalf of OMS. OMS will not have an attorney present unless the parent is accompanied by an attorney. At OMS, there will be training of appropriate special education personnel, including the OMS EC representative on written notice requirements. The IEP must be reviewed at least annually, and goals and objectives are modified as the student continues to demonstrate mastery. The attainment of the stated objectives is measured by daily performance as determined by the teacher and frequent objective measures of the student's ability to perform the skills needed to attain the goal. The IEP team, consisting of the OMS school principal, EC teacher, or other (such as a consultant from NC DPI) will conduct self-assessment reviews to assess progress towards implementation of critical components concerning the special education. Analysis of data may occur with individual student assessment data, comparison of student rate of growth to IEP goals, and comparison of student rate of growth to grade level standards. Common formative assessments, outcome assessments, universal screenings or sets of data sources will be analyzed to note progress toward grade level standards at a rate sufficient for transition to the next grade, and to identify if students in special education instruction is being delivered with fidelity, using curriculum and practices consistently and as intended. Systematic data review, analysis, and problem-solving will determine if specially designed instruction needs to be modified, goal adjustments, progress, and if the IEP is being implemented as written. OMS will communicate successes and challenges to stakeholders, OMS will gain support and cooperate with regional and district teams with implementation of strengthening strategies.

8. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

A continuum of alternative educational placements designated on the IEP reflects the frequency, duration, and location of services selected. Related Services and implementation of the plan will be documented on the IEP where it makes most sense/best meets the student's needs. The LRE justification is addressed on the current IEP and an explanation provides delivery environment. OMS will seek highly qualified special education teachers and related service providers with specialized training and competency in the area of need (e.g., license, education, and/or credentials), in collaboration with general education teachers. General education teachers, therapy assistants and paraprofessionals, under the supervision of the special education teacher or related service provider, may assist in the provision of specially designed instruction, but may not be the primary provider of specially designed instruction. State law ensures that all personnel necessary to carry out Part B of the IDEA are appropriately and adequately prepared, subject to the requirements of NC 1501-12.2, related to personnel qualifications. OMS will collaborate with UNCP in the Educational Leadership Specialties- and Special Education to pursue highly qualified Special Education teachers and expertise.

2.4 Student Performance Standards

1. Describe the student performance standards for the school as a whole.

Old Main STREAM Academy engages students in relevant, rigorous, college and career readiness STREAM disciplines purposed to grow Indigenous leader practitioners that demonstrate preparedness, persistence, self-determination, commitment, and vision for the good of the People. Performance Goal 1: OMS will have between 60 to 79% students to demonstrate growth through the year in literacy, student readiness assessments, the universal screening tool, and formative assessments. Goal 2: OMS will demonstrate that 50% to 75% of OMS students are increasing in academic achievement as measured by state North Carolina End-of-Grade Tests (3-8). Goal 3: OMS will demonstrate that 75% to 80% K-8 students engage in relevant, rigorous college career readiness STREAM disciplines through participating in the OMS educational model. Goal 4: Given OMS's emphasis on the development of Indigenous leader practitioners that demonstrate preparedness, persistence, self-determination, commitment and vision for the good of the People, each OMS student will: Achievement Target: demonstrate growth on the continuums of development in each of these areas through teacher observations, documentation of Red Pedagogy projects and student outcomes. Goal 5: OMS will demonstrate that 75 to 80% of OMS students will increase understanding in STREAM literacy defined as the knowledge and understanding of scientific, reading, and mathematical concepts and processes required for participation in civic and cultural (Indigenous and diverse peoples), and economic productivity (college and career readiness standards). Goal 6: OMS students will exhibit positive behaviors related to academic success through: engaging in school climate, culture, and traditional Indigenous values (see Appendix B) to document student Indigenous leadership skills. Target: Each year the school will have fewer reportable incidents than the average for public schools in Robeson County with similar grade configurations.

2. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.

OMS will use multiple evaluation tools and assessments including universal screening, early reading or literacy assessments, pre-assessments at the start of school, knowledge-and performance based assessments, formative assessments such as projects, portfolios, and community/business involvement, in addition to state and federal summative assessments. MTSS will be used as a systems approach to promote school improvement through academic and behavioral practices. Assessments will be used in core STREAM disciplines, SCOS complementary subjects, infused Red Pedagogy practices. Career and College readiness standards will be used as a measure for academic skills and preparedness. However, academic content standards are a feature requirement for career readiness. Other indicators include attendance, student participation in projects, designing portfolios and engaging in community/business opportunities and meaningful project/work-based/and Red Pedagogy opportunities. The school principal with a team will determine the most effective assessment to use in the OMS educational model for measuring student achievement and growth. Interim assessments (aligned with college and career standards) will be administered throughout the year to monitor student progress. Data sets will inform teachers and PLCs individual student's current level of performance and essential instructional strategies such as differentiated instruction, inquiry-based instruction, Red Pedagogy, or increased

depth of instruction to escalate student learning. PLCs may consider prior knowledge systems in the cultural context and link those practices or knowledge to Red Pedagogy relevancy for increased student learning and mastering new knowledge sets. Data will be used as a blueprint to support instructional decision making. School leadership will lead the philosophy that OMS's culture reflects data driven instruction and this notion is purposed to grow Indigenous leader practitioners that demonstrate preparedness, persistence, self-determination, commitment, and vision.

3. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.

OMS will adhere to the NC General Assembly in the stated mission of the school community – *to challenge OMS students with high expectations –so that each child is to learn, to achieve, and to fulfill his or her potential*. OMS will use the OMS STREAM core curriculum, SCOS, College, Career Readiness Standards and Red Pedagogy for all students while taking into account the special needs of children. OMS will mandate a set of competencies by grade level, for each curriculum area. OMS will develop 'promotion gate' policies to include attendance, scoring proficient on statewide mandates and proficiency on student performance standards. Promotion gates will establish the performance threshold that a student is expected to meet prior to grade promotion. Standards for student performance and promotion at OMS are based on the mastery of competencies, that take into account children with disabilities and, in particular, include appropriate modifications. OMS will offer remedial education supported by the Multi-Tiered Systems of Support. In keeping with rigor, no student may be assigned to a grade level based solely on age or other factors that constitute social promotion, except as provided by applicable federal and state law. OMS will follow NC State Board-adopted standards concerning promotion of students with disabilities. The IDEA specifically does not address standards for retention or promotion of students with disabilities. Rather, the establishment of standards for promotion and retention for all students, including students with disabilities, is a OMS decision. Generally, the IDEA would not require that the IEP team make decisions regarding promotion or retention of a child with a disability. However, the IDEA does not prevent OMS from assigning this decision-making responsibility to the IEP team. Specific policies and standards will become more comprehensive and detailed with the efforts of OMS school community and stakeholders. To promote student learning, OMS and parents/caregivers will form partnerships that involve parents and sharing educational goals; OMS will foster shared responsibility among students, parents and staff; and encourage ongoing two-way communication between parents and the school. Promotion criteria will be included in handbooks and communicated during PTO assemblies.

4. Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for students at risk of dropping out.

OMS use the following areas to frame exit standards- 1. Development, Cognition and Learning must develop- OMS students will demonstrate developmental progression and achieve appropriate milestones; 2. Core Discipline and Pedagogy- OMS will demonstrate satisfactory mastery in OMS educational model content 3. Assessment- OMS students will demonstrate proficiency on state mandated exams and OMS grade progress assessments. Students must meet promotion standards which link score mastery and student performance standards for proficiency on state mandated tests, such as a Level III on EOGs. Students will demonstrate reasonable progress in the universal screening in the K-2 grade levels. OMS students will score proficient or

above on the scoring scale on literacy assessments, benchmarks assessment systems, and state assessments. Students at risk must meet the definition of at-risk, and will engage in the MTSS process to determine measured progress in the three areas of exit standards. The collective sets of OMS data will be used for informed decision making concerning exit standards.

2.5 School Culture and Discipline

1. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development. OMS culture will definitively frame the OMS educational model as a model of growth for Indigenous communities and marginalized populations that choose to attend OMS. The OMS educational model will emphasize high expectations for students, developing goals for the future while providing opportunities to immerse in learning experiences that are rigorous, meaningful, and relevant, aligning with OMS school mission. Rigor will connect student strengths to opportunities for growth, and strengthen challenges/barriers contextually. The OMS culture will provide the climate/space to learn and critically think but proudly retain the Indigenous identity. There will be no disconnect between school, learning, and Indigenous history, heritage, and culture. Student learning will be positively associated with belonging and student success. The OMS educational model represents dual-based knowledge systems preparedness and celebrating Indigenous ways of knowing in a college-career ready culture. OMS will provide students with skill sets and tools to develop a personalized future-focused vision by giving ownership for learning to Indigenous students today in a culture that is familiar, relevant and cultivates a sense of belongingness. This environment stimulates positive academic experiences, intellect, and social development to Indigenous well-being.
2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.

The Indigenous culture maintains a sense of belonging as a community. OMS will start small to establish expectations for rigor and structure of schedules. Community members will have opportunities to participate in information sessions and meet-and-greets to learn about OMS, the mission and goals. OMS will be transparent in school procedures, policies, and student equity. OMS will use social media including Face Book and a school website to inform communities at large before the opening of the school. Starting on the first day of school, procedures, policies, and expectations will be reliable. Consistency and fairness will govern OMS. Students that enter the school mid-year can expect inclusiveness as an OMS student. It is important to make new students feel welcome and know that OMS is a second home. Students entering in mid-year will have a buddy assigned to assist in acclimating to the rigor, expectations, and OMS educational model. OMS administration and faculty will learn the student's name and build rapport. The OMS school culture and climate will express the school's philosophy and the school community's belief that every student will learn, in a climate that is calm and experience a strong sense of belonging.

3. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:
 - a. Practices the school will use to promote effective discipline.
 - b. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.

- c. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.
- d. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.

Effective discipline is mandatory for effective classroom management. Positive Behavioral Intervention Support (PBIS), implemented with fidelity and Indigenous Framework found in Appendix B will establish the foundation for responsive classrooms. The Indigenous Framework is a visual of values grounded from research with Southeastern Indians by one of the founding members. The connection between Indigenous cultural norms and the need/awareness of equity and fairness is a priority in establishing effective discipline. OMS will promote positive behaviors. Overall, the mission and the OMS educational model offers innovative, relevant, and rigorous course disciplines. The OMS focus is to prepare students that are well-rounded individuals with a strong sense of who they are. The PBIS model and MTSS behavior components will support effective practices regarding discipline. Offenses that may result in-school discipline or suspension of students include-violence, hate violence or speech, sexual harassment, selling or using drugs, alcohol or tobacco, bullying, using profanity at a staff or faculty member, disrupting class repeatedly, skipping class without permission. Expulsion offenses include possessing a gun or other deadly weapon on school grounds or at a school activity, making a bomb threat using a deadly weapon to commit a crime off school grounds, selling illegal drugs. When a decision needs to be made about a special education student, a manifest determination meeting will be conducted. The IEP team will determine whether the student's offense is a result of his disability. If the answer is yes, then the student will not be disciplined, but steps such as developing a behavioral intervention plan, revising the behavioral plan, or working with the parent for external counseling services to help the student reduce behavioral problems. If the answer is no, then the student will be disciplined using the discipline protocol of any other student. The more severe the disciplinary action is the more formal due process requirements are. The school principal must have a conference with the student to explain the violations, what evidence supports the allegations, and the consequence. The student has an opportunity to give explanation as due process. The parent will be notified of the reason and duration of suspension, and the right to appeal. Long-term suspension hearings shall be conducted in accordance with state law. Every student will be provided with procedural due process. If the student or parent disagrees with the suspension, a request to meet with the school principal to resolve the grievance can be made. If the grievance is not resolved, a written appeal may be made to the Board of Directors at the next regular board meeting. A time and place for the scheduled hearing will be determined and the parents notified expediently. The overall process of any situation must ensure that due process is provided in any situation. If the offense leading to the long-term suspension occurs before the final quarter of the school year, the exclusion shall be no longer than the remainder of the school year in which the offense was committed. If the offense leading to the long-term suspension occurs during the final quarter of the school year, the exclusion may include a period up to the remainder of the school year in which the offense was committed and the first semester of the following school year.

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. ☐ Yes ☒ No

Explanation (optional): Previous application was used and policies.

Section 3 Governance and Capacity

3.1 School Governing Body

1. Private Non-profit Corporation (NCGS 115C-218.1)

The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Name of Private Non-profit: Old Main STREAM Academy

Mailing Address: PO Box 1084

Street Address: 67 Chief Drive

City/State/Zip: Pembroke, NC 283372

Phone (xxx-xxx-xxxx):

Fax: (xxx-xxx-xxxx):

Name of Registered Agent and Address: Dr. Brenda Dial Deese 67 Chief Drive Pembroke NC 28372

Federal Tax ID: 83-1462526

2. Federal Tax-Exempt Status (NCGS 115C-218.15)

If the non-profit organization has yet to obtain 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status:

☒ Yes. **Attach Appendix F Federal Documentation of Tax-Exempt Status**

☐ No.

☐ N/A. The applicant is a tax-exempt municipality.

3.2 Governance

The private nonprofit corporation or municipality is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

1. Please complete the table provided depicting the initial members of the nonprofit organization.

Board Member Name	Board Title	County of Residence	Current Occupation	Past or Present Professional Licenses Held	Any disciplinary action taken against any of these professional licenses?
Dr. Tiffany Locklear	Board of Director Member	Robeson	Professor	Doctorate –School of Education School Administrator-Superintendent School Administrator-Principal NC License- Middle School Math	N

Dr. Rose Marie Lowry-Townsend	Board of Director Member	Robeson	CEO Lumbee Tribe's Boys & Girls Clubs	Doctorate in School Administration Educational Specialist Masters in Middle School Masters in Curriculum Instruction Administration NC License- Middle School ELA	N
Dr. Brenda Dial Deese	Board of Director Member	Robeson	Consultant Grants Presenter-Diversity School Counseling	Doctorate- Counselor Education, Licensed Professional Counselor Supervisor (LPCS) Nationally Certified Counselor (NCC) Administration/Supervision School Counseling NC License-K-3 Elementary	N
Mr. Lemark Harris	Board of Director Member	Robeson	Facilities Management Finances	MBA Accounting	N
Dr. Joseph Roberts	Board of Director Member	Robeson	Physician	Medical Doctor	N
Dr. Denise Hunt	Board of Director Member	Robeson	Lead Instructional Coach - UNCP	Educational Leadership Curriculum and Instruction NC License- Middle School English/HS English	N

- Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator. The name of this Corporation shall be Old Main STREAM Academy, hereinafter called OMS, Inc. OMS, Inc. is a nonprofit corporation and shall be operated exclusively for educational and charitable purposes in a manner consistent with Chapter 55 A of the General Statutes of NC. By law, charter school boards are held accountable by the authorizer, the state, the federal government, and the public to ensure that the school is operating in accordance with its original purpose and doing so in a responsible manner. All business and affairs shall be managed by a volunteer Board of Directors, or by such committees as the Board of Directors may establish to accomplish the goals of OMS and its programs. Legally, the buck stops with the board, and, therefore, ensuring board competency is not just the right thing to do, it's a legal responsibility. The Governing Board/Board of Directors has specific responsibilities to OMS. The OMS Governing Board will ensure that the academic programs are successful and that the schools' operational programs comply with all terms of its charter. The OMS Board will ensure that OMS is compliant in all statutory and regulatory requirements, and OMS is financially solvent. OMS must hire competent professional staff to carry out the operational plan. And

at every meeting, OMS will discuss financial stability, academic standing, and any compliance situations to ensure OMS is making adequate progress towards renewal. The OMS founding Board will hire the lead administrator/principal. OMS Board of Directors will create a job description that reflects OMS mission, OMS goals, student performance standards, to recruit and employ the right fit leader with expertise in sustainability and expansion. The school principal will meet educational requirements – a Masters Degree in Educational Leadership or equivalent Professional Educators Certificate in Educational Leadership. A description for the school principal can be found in Appendix O.

3. Describe the size, current and desired composition, powers, and duties of the governing board. The governing board consists of six members. Professional expertise represented on the Board included finance, medical, administrative skill sets, educational (former superintendent, human resources, school administration, curriculum, student services/advocacy, counseling, supervision, grant writing, cultural responsiveness and diversity, and Indigenous worldviews). OMS Board of Directors will continue to seek diversity in the areas of expertise and professional skills. OMS also established an Advisory Board that reflects expertise in law, marketing, wider marginalized diversity in Robeson County (other ethnicities), an additional tribal affiliation representation (San Carlos Apache) and service learning. Responsibilities of the governing board are to follow and adhere to public charter school law, charter agreement, and all open meeting laws. Effective governance includes designing strategic, fiscal, and management plans and outlining organizational responsibilities. The OMS governing board will set the mission and vision of the school, analyze and evaluate the school budget, analyze and evaluate academic progress, analyze and evaluate all reports, give clear direction and support to the school principal, request amendments to the charter and speak as one voice after a decision is made. Yearly, the OMS Board will evaluate the goals as reflected in the approved charter application, its progress toward charter agreement renewal, the performance of the school principal and the performance of the board. The governing board will develop sub-committees to delve into specific school issues, to include budget and finance committee, governance, building/facilities, strategic planning and academics/instruction. The governing board will follow the NC Open Meetings Law with meetings and committee meeting open to the public and provide appropriate notice in advance of the meeting date, time and location. The governing board will follow closed session procedures as stated in the NC Open Meetings Law. The governing board members will follow a clearly outline agenda, follow Roberts Rules of Order, listen to detailed committee reports, and always use a students first mindset.
4. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.

The governing board strongly believes in growing charter school knowledge for establishing best practices, commitment to accountability and adhering to open meeting laws. Multiple founding members have attended the Charter School Leadership Institute, sessions for the Ready to Open process and the 2019 NC Association for Charter School conference. All founding members work in a professional setting with community members and/or students representative of the OMS student population. All members of the founding board commit to governance, accountability,

and performance management training, to begin prior to opening and to be completed within the first year of operation, to ensure that the founding members understand progress monitoring and interventions, legal requirements, and the role of oversight as the transition occurs for school operations to the school principal. Multiple members have expertise in school leadership, administration, curriculum, instructional strategies, assessments, performance management, and parent/community involvement through professional careers in public education roles and in higher education. This work continues and will benefit the strong mission statement for OMS. All founding members have worked, lived, and are community members in the community in which the charter school will exist, there is extensive knowledge of the demographics, cultural academic needs, and have had meetings/conversations/data gathering with community members to verify that there is a need and desire for the OMS school in the community. The founding board has adequately researched the student population to be served and understand their educational needs and what services are currently in place to meet those needs. The founding committee actively networks with community leaders, local legislators, and other key figures in the community to build ongoing relationships as well as garner support for OMS. The founding committee has a genuine interest for the student population to be served. This motivation is clearly articulated by all members and demonstrated through actions. The founding committee consists of self-driven people who have the motivation, time and resources necessary to undertake the challenging task of starting a charter school. The founding committee demonstrates a willingness to consider and implement external feedback and recommendations. The governing committee is committed to building OMS into a permanent institution that sustains the integrity of the founders' vision and transfer of values through: written documentation and ongoing review of core values, ongoing documentation of board decisions, processes in transfer of leadership (both for the school board and OMS school administration) and effective policy making at the board level.

5. Explain how this governance structure and composition will help ensure that
 - a. The school will be an educational and operational success;
 - b. The board will evaluate the success of the school and school leader; and
 - c. There will be active and effective representation of key stakeholders, including parents.

a-The OMS Board of Directors will follow and adhere to public charter school law and the charter agreement. OMS governance includes designing strategic, fiscal, and management plans, outlining organizational responsibilities. OMS Board of Directors established the mission and vision for STREAM core disciplines, SCOS complementary subjects, College and Career Readiness Standards, and Red Pedagogy with the mindset of keeping students first. The founding board believes that communication is the conduit to inspire excellent performance and foster strong employee morale. The OMS school principal shall be prepared monthly to update board members on all matters concerning OMS, including bringing other staff to meetings as needed. OMS shall use daily guiding practices to strengthen links between educational leadership and student learning. Links that are critical to the success of OMS and are priorities of the school principal to achieve success include: 1. mission, vision, and core values as written 2. ethics and professional norms 3. equity and cultural responsiveness 4. curriculum, instruction and assessment- the OMS educational model supporting research based evidence curriculums and place-based Red Pedagogy 5. community of care and support for students 6. professional capacity of school personnel 7. professional community for teachers and staff 8. meaningful engagement of families and community 9. operations and management.

b-The Board will evaluate the success of the school and the school principal as the school leader with the principal evaluation instrument. School principal success embodies academic reports and data for curriculums and happenings, monthly updates as it relates to OMS school goals and student performance goals, financial data including monthly budget versus actual, cash flow, enrollment and financial audits, stakeholder and parent involvement reports (monthly parental involvement and participation acts), parent, faculty, student surveys, and student attrition data and strategic planning toward achievement of OMS school goals and student performance goals. c-OMS will maintain relationships and parent involvement as an integral part of the OMS educational model and a priority in Red Pedagogy/place-based practices. OMS will host School and Community Council Meetings, Parent and Teacher Organization Meetings, and Advisory Body Council Meetings. These councils and organization are to encourage and support key stakeholders, be available to advocate for OMS within the Indigenous communities, and speak knowledgably with parents concerning OMS as a charter school in the community. A calendar has been established and meetings will be scheduled. Communication and visibility with OMS partnerships and supporters will strengthen and expand through collaborations and continued work with OMS.

6. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?

The initial founding board emerged in 2018 as a grassroots effort catapulted by concerned Robeson County Citizens and the quality of education made available to our Indigenous students. Specifically, Robeson County schools does not have a consistent reading curriculum established in grade levels or spans in the schools. Also, as evidenced by existing data, Indigenous youth are confronted by multiple issues (dropouts, discipline data, and overrepresentation in special education, lagging scores) and opportunities are not offered to identify why school education is necessary and improves quality of life for Indigenous People (which is why Red Pedagogy/place-based education is critical to this application). Further, there are no plans or vision to integrate arts into the learning processes in the local district. A small group formed to pursue a charter school and to offer these types of opportunities and a curriculum model aligned to developmental readiness. The current governing board provided the necessary balance of educational background, local experience, parental/caregiver support, business acumen, and connections in the community to open and operate a highly successful heterogeneously populated charter school. Interested candidates for serving on the Board of Directors will attend an informational meeting (s) by the original founding board members. Board seats have staggered terms such that 1/3 of the positions expire each year, allowing for the new composition of the board to thoughtfully evolve in parallel elected by a majority vote of the current Board of Directors members or by bylaws. Vacancies occurring due to events outside of the natural term expiration will be filled as quickly as possible with qualified Robeson County candidates as identified and approved pursuant to the bylaws, and any replacement member will continue the term of the previous board member as to preserve imposed staggered term limits.

7. Describe the group's ties to and/or knowledge of the target community.
Each of the founding board members spent formative growing years in the tribal community (and other tribal communities throughout the nation). All founding members

have membership as Indigenous People. All founding members have strong historical connections and investments in tribal communities. All founding members have established professional careers internally and externally among Indigenous communities. Indigenous communities' worldview beliefs establish that there is a cycle of participation and generosity among the People. Members believe that it is right to give back to the community, through time and increasing the well-being of people. All founding members are currently involved in their communities. Further, in a professional context, all founding members are recognized as stewards of work ethic, expertise, and continuing growth practices for contributions in respective professional fields.

8. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.

The board shall meet no fewer than ten times per year, and shall conventionally meet once per month, including the annual meeting, a school readiness meeting in early August, and mandatory monthly meeting during the school year. The board will schedule additional meetings as needed. A Board Meeting Calendar, School & Community Council, Parent-Teacher Organization and Advisory Body Council Meetings Calendar is included in Appendix D.

9. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

OMS will provide training processes for board members. The staggered terms limits imposed via the bylaws ensure that there remains a consistent number of inveterate Board members who can provide guidance and leadership to new members of the Board. Each new member shall receive a Board Book, which will include a copy of the charter application, charter contract, North Carolina Schools Board Association Governance Standards, bylaws, school policies, and procedures, budget, prior year financial audit, conflict of interest policy and prior year board minutes. The Board will receive, establish and adopt as policy, Performance Expectations for Individual Board members, which include clear roles and responsibilities. Each incoming board member will sign the document. The Board Chair will articulate how the documents are used in the discharge of duties as a member of the Board. In addition, new professional development will be offered, in one hour modules at each board meeting, in the following specific topics – Charter School Legal and Legislative Updates; Review of Robert's Rules (Parliamentary Procedure); Data Driven Decision Making, Financial Policy and Oversight, Effective Governance, Instructional Leadership, and Strategic Planning. All board members are required to attend the trainings, or otherwise acquire the information after the board meeting. Board members will pass an assessment after each module to demonstrate understanding of information. Training will also be available as funds allow for training on the State and National levels.

10. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

OMS Conflict Policy, Proposed OMS By-Laws, and NC Open Meetings Commitment can be in Appendix J. OMS Board of Directors will accept only the highest standards of ethical and moral conduct from its members and the school staff. Due to the important role of the Board, all Directors

members, undergo the same background check procedures as employees of the school, and will conduct themselves in accordance with the North Carolina School Boards Association (NCSBA) standards. A Director may be removed with or without cause only by a simple two-thirds majority vote of the Board of Directors at any meeting. Directors (members) will be considered for dismissal for any one of the following breaches of integrity, including violation of confidentiality, undermining the directives of the Board, being indicted or convicted of a felony, failing to oversee and abide terms and conditions stated in the bylaws, or by acts that would constitute a general breach of integrity in the views of the members of the Board of Directors. Matters that come before the Board of Directors which places a Director in a perceived conflict of interest between of the Corporation or the Board member, of his/her family, and/or business, the Director with the conflict shall be prohibited from participating in the discussion and recuse his/herself from voting on the particular matter in the event the Board upon review of the potential conflict of interest deems that a conflict in the fact has or will occur. The Board of Directors shall comply with the voting and disclosure provisions of Director Conflict of Interest Section of the Non-Profit Corporation Law NCGS 55A-8-31. Article XII of the By-Laws details specific and comprehensive measures the OMS Board adopts to proactively avoid actual conflicts, including the requirement that all Board of Directors sign an annual statement that he/she: 1-received a copy of the conflicts of interest policy 2-read and understands the policy, 3-agrees to comply with the policy, 4-understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption, it must engage primarily in activities which accomplishes one or more of its tax-exempt purpose. OMS By-Laws also include due process by which a perceived conflict may be investigated fully in order to decide is a legitimate conflict exists, and empowers the Board to act in a decisive manner to correct the conflict should one exist. As of the submission of the charter application, the Board of Directors signed the annual statement so that no perceived or real conflicts exist, or will arise should the Old Main STREAM Academy charter application be approved.

11. Explain the decision-making processes the board will use to develop school policies.

Guided by the school's mission, the board will set policies regarding finances, enrollment, program evaluation, and other operational aspects. The finances, enrollment, program evaluation, and other operation aspects. The Board's policies will serve two purposes: to provide direction to the school staff in implementing the OMS's goals and to ensure the school meets legal requirements and obligations of the charter contract. The Board may also adopt policies throughout the year to address situations and crises. To adopt proven practices and avoid adopting unsound or illegal polices, the Board may research policies established at other charter schools in the county and state. OMS will be guided by existing research and established best practices; the Board may also seek legal consultation and advice to avoid legal entanglements and practice best policies. Both the Board and school leadership will adopt the "School Improvement Life Cycle" as published by AdvancEd/SACS, to guide all decision-making processes and particularly those that involve school policy. The cycle begins and ends with the gathering data/information and thoughtful analysis of relevant school data. Goals will be established for school policies that match A SMART format (Specific, Measurable, Achievable, Relevant, and Time-Bound). The Board will implement the policies in furtherance of the OMS mission, and will evaluate the impact and relative effectiveness of the policies., thus renewing the cycle of continuous improvement. Furthermore, the school provide external review and feedback to the school's programs and decision-making process.

12. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.

Southeastern Academy Charter School will serve as the organization with experience with success in charter schools to guide and provide advice to OMS. OMS will practice in shared decision-making structures and site based management councils for effective governance. The Advisory Body Council that consists of professional expertise, such as law, marketing, diverse marginalized populations in Robeson County (other than Indigenous), service learning, and additional tribal affiliation (San Carolos Apache) representation that moved into Robeson Indigenous homelands. The Advisory Body will serve to supplement expertise, assist with public relations, and provide a fresh perspective on programmatic issues. The School and Community Council are more local and will provide insight and voice to engage families, listen to ways to support children's development and learning and develop partnerships to build capacity for the school. This council will assist with the development and review of the School Improvement Plan (SIP), in addition to other roles and duties assigned by OMS Board of Directors. Given the significance of the SIP as the document which will both and evaluate the school's programs, both the Principal and the Board Chair will serve as adhoc members. The remaining composition of the SCC will consist of parents, staff, community members and, when appropriate students. At least 51% of SCC will comprise of non-school staff. The PTO is comprised of families, students, teachers, administrators, and business and community leaders devoted to the educational success of OMS. The Parent-Teacher Organization (PTO) will evolve to meet different needs as the school grows and become more established. Initially, the PTO will assist in establishing a positive school culture, broaden the base of volunteers, and increase school-to-home and home-to-home school communication. As OMS becomes established, the PTO will transition toward increasing vibrancy to the school programs through development of social and community service opportunities for the school and students. The Principal as well as a Governing Board Member will serve on the PTO executive committee to ensure continuity of the school's mission and purpose. All bodies/councils will function as a collection of individuals to bring unique knowledge, counsel/advice and skills to augment the knowledge and skills of the governing board in order to more effectively guide OMS. These councils and organization does not have formal authority to govern OMS, so the councils and organization cannot issue directives which must be followed. Rather, these councils/organization serves to make recommendations and/or provide key information to the governing board of directors. The school principal will coordinate with appropriate members of the School and Community and PTO to establish meeting dates and times. The meetings will be published on the Board of Directors Calendar and place copies in the Student Handbook and on the website.

13. Discuss the school's grievance process for parents and staff members.

OMS developed policy concerning grievance **for students**. The Grievance Policy for Families can be found in Appendix J. OMS shall strive to provide for an open relationship with all students and their parents/guardians. However, should disagreements arise, all students and their parents/guardians must be provided an avenue to protect one's right to due process under the applicable laws of the State of North Carolina, federal employment law, and those policies adopted by the OMS Board of Directors, pursuant to Department of Public Instruction. It is expected that any students and their parents/guardians with an issue should try to resolve the issue by using open communication with the teacher. This means that if a student and their parents/guardians disagrees with any policy or procedure within the classroom, the first level of grievance is their student's

teacher. If the student and their parents/guardians are not satisfied with the teacher's response, they should then set a meeting with the principal. At that meeting, the teacher, student, principal and parent must be present and the issue at hand will be fully discussed. If the students and their parents/guardians wishes to pursue the matter further, they may then meet with the school principal. Similarly, if a student and their parents/guardians disagree or have an issue with a policy or procedure at the school, the student and their parents/guardians should set a meeting with the school principal. If students and their parents/guardians believes that their issue is still a concern after meeting with the principal and the issue meets the definition of a grievance set forth below, the students and their parents/guardians may initiate the grievance procedures as described below. Many issues that a student and their parents/guardians has with the classroom, teacher or school will not rise to the level of a grievance and appropriate resolution will be found with the teacher and/or principal.

Definition of a grievance: a grievance is defined as a formal written complaint by a student and their parents/guardians stating that a specific action has violated a School policy, board policy, or law/regulation. A complaint under Title IX is not a grievance and this policy does not apply to such complaints. **Time Limits:** A grievance will only be heard if the complaint has been filed within fifteen days of the meeting with the principal. The fifteen-day deadline may be extended at the discretion of the school principal. **Step 1:** If the parties are not satisfied with the decision of the school principal, and the grievance meets the definition set forth above, the parent/student must submit a letter in writing stating the school policy, board policy or law/regulation that was violated including details of the actions and the place, date and time of the violation. The student and their parents/guardians should make all efforts to include any details about the event that may be helpful in the decision-making process. The written letter should be submitted to the OMS principal and to the Chair of the Board of Directors. If the school principal is implicated in the grievance, the grievance should only be submitted to the Chair or the Vice Chair of the Board of Directors. **Step 2:** The Board will review the facts and notify the parties in writing (email accepted) if further action is necessary. If the Board considers the matter should be heard, the parties will be called to meet with the Board. After the hearing, any decision of the Board will be communicated to the school principal and student and their parents/guardians who filed the grievance within five days. It shall be the responsibility of the OMS School Principal to administer this policy for OMSA students and their parents/guardians. OMS developed policy concerning grievance for **staff members**. It is expected that any employee with an issue should try to resolve the issue by using open communication with their supervisor. If an employee feels that their issue is still a concern after speaking to their supervisor and that the issue has risen to the level of a grievance, then the employee may initiate the grievance procedures as described below. The goal of filing a formal grievance would be to use the process to come to an equitable solution. **Definition of a grievance:** A grievance is defined as a formal written complaint by an employee stating that a specific action has violated an Old Main STREAM Academy policy, board policy, or law/regulation. Complaints that do not demonstrate an alleged violation of an Old Main STREAM Academy policy, board policy or law/regulation do not warrant a grievance issue and are not subject to these procedures. In addition, a grievance does not include the non-renewal or termination of employment. A grievance does not include a complaint of sexual harassment, discrimination or retaliation, which shall be handled pursuant to the Discrimination, Harassment and Sexual Harassment policy in the Employee Handbook and consistent with state or federal laws. 2. **Time Limits:** A grievance will only be heard if the complaint has been filed within fifteen days of the act that is being reported.

The fifteen-day deadline may be extended at the discretion of the school principal. The grievance process is as follows: **Step 1:** To file a grievance, an employee must submit a letter in writing (email accepted) stating the Old Main STREAM Academy policy, board policy or law that was violated including details of the actions and the place, date and time of the violation. The employee should make all efforts to include any details about the event that may be helpful in the decision-making process. The written letter should be submitted to the school principal. If the school principal is implicated in the grievance, the grievance should be submitted to the OMSA Chair of the Board of Directors. **Step 2:** In response to the formal grievance, the school principal shall have up to five business days from the time they receive the formal grievance to respond to the grievance in writing. If the employee is satisfied with the decision after they receive the response from the school principal, the issue is considered resolved. **Step 3:** If the employee is not satisfied with the response from the school principal, the employee may file an appeal by submitting a letter in writing (email accepted) stating Old Main STREAM Academy policy, board policy or law that was violated including details of the actions and the place, date and time of the violation. The employee should make all efforts to include any details about the event that may be helpful in the decision-making process to the OMS chair of the Board of Directors. This must be done within 5 business days of the initial response from the school principal. **Step 4:** Where the grievance is filed directly with the Board Chair as set forth above or after receiving the appeal letter, the appeal shall be considered by the Board Chair. The Board Chair will have five business days to respond to the grievance. If the employee is dissatisfied with the decision, the employee can file the grievance with the full Board of Directors. **Step 5:** The employee will present the grievance to the full OMS Board of Directors at its next regularly scheduled monthly meeting provided such meeting is more than seven days after the filing, or the Chair of the Board of Directors may call a special meeting of the Board to consider the appeal in accordance with Old Main STREAM Academy bylaws. The Board will consider and discuss the grievance at the meeting in accordance with Open Meetings laws. Prior to the meeting, at the Board's sole discretion, the Board may investigate or gather additional information regarding the grievance, including interviews, if needed. The individual filing the grievance or appeal will attend the meeting. At that meeting, the Board of Directors will decide on how to handle the grievance. Any decision of the Board will be communicated to the individual who filed the grievance within five school days. The Board's decision concerning the grievance is final. It shall be the responsibility of the OMS School Principal to administer this policy for an OMS employee, as it applies to his/her employment concerns.

***Attach Appendix G Organizational Chart**

A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils).

***Attach Appendix H Charter School Board Member Information Form and Resume**

A **one-page** resume from each founding board member and responses to the questions found on the Charter School Board Member Form

***Attach Appendix I Charter School Board Member Background Certification Statement and Completed Background Check for Each Board Member**

***Attach Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality**

The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

***Attach Appendix K Articles of Incorporation or Municipal Charter**

If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.

If the applicant is a municipality, attach a copy of the municipal charter.

3.4 Staffing Plans, Hiring, and Management

Projected Staff

1. Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

Position	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Principal/School Leader	1	1	1	1	1	1
Assistant Principal						
Media Specialist		1	1	1	1	1
Finance Officer		.5	.5	1	1	1
Core Classroom Teachers		8	10	12	14	16
Specialized Classroom Teachers (special education)		.5	.5	1	1	1
Student Support Positions- social workers			.5	1	1	1
Student Support Positions-School Counselor		1	1	1	1	1
Specialized School Staff- P.E. Teacher		1	1	1.5	2	2
Specialized Content for Science and Math		2	3	4	5	6
Art		.5	1	1	1	1
Music		.5	1	1	1	1
Teaching Aides or Assistants		6	7	8	11	12
School Operations Support Staff- Secretary/PS		1	1	1	1	1
Custodian		1	1	1	1	1
Contracted – Potential Speech/Hearing/ELL/Red Pedagogy						

Staffing Plans, Hiring, and Management

2. Explain the board's strategy for recruiting and retaining high-performing teachers.
 The Board of Directors is committed to attracting and recruiting leaders that display and model leadership characteristics that are valued by the Indigenous community and professional educators. OMS will recruit teachers with specific characteristics including competency skill sets (deep knowledge and passion), listening skills, ability to cultivate caring relationships with students, strong work ethic, cultural sensitivity to diversity, and community-building skills. The OMS compensation package includes a \$35,000 competitive salary for teachers, and \$2,000 will be available to all full-time employees to invest in medical, life insurance, or 401K; \$1,000 will be available to part-time employees and 3% yearly raises for performance evaluations. OMS will prioritize educator recruitment and build talent pipelines/partnerships at the local level and in the state. OMS will position school/and the school leader to make key hiring decisions. OMS will deliver clear and early messaging concerning the mission and rigor in disciplines. Selection of teachers will include created systems for screening and selecting of applicants based on vacancies and

needed competencies for effective student outcomes. OMS will hire teachers based on competency profiles, and gathering information from various sources. OMS will leverage partnerships that ensure new talent is prepared for service and build mentoring program for support. OMS will set clear expectations about outcomes and evaluation with individual teachers. OMS believes that teachers should have autonomy, and will tailor professional development to the OMS educational model and individual teacher needs, so that professional development ties directly to teacher evaluations. All professional development will align with the mission statement and strengthen the OMS educational model. OMS will implement monetary non-monetary retention incentives. OMS will conduct exit survey to determine reasons for separation. Data will be used to inform decisions concerning attraction and retention of quality teachers.

3. If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.

The timeline for the hiring will be based on the approval of acceleration. The OMS school principal recruitment process will begin in December 2019 with the school selection occurring no later than April 2020 following the general OMS guidelines for recruiting and selecting high performing leaders- principal standards established as competency skill sets, but with the knowledge that multiple skill sets are critical for successful negotiation in the first years of the charter school. The position will be posted on the website and OMS will request First Americans Education Leadership (FAEL), a program that supports American Indian students seeking a Master of School Administration degree at UNCP to share information. Word of mouth and connectors in the community will help recruit a highly qualified and competent school principal. Old Main STREAM Academy will employ a school principal that is adept at creating systems for change and building relationships. The school principal will use Professional Knowledge and Indigenous Knowledge systems to implement the OMS educational model for OMS students. The school principal will lead with the axiom *caring with a purpose*. The school principal will create and develop the foundational expectations that through the efforts and strength of hard work, disciplined focus, belonging and fun experiences, the mission and the purpose of the school will emerge as cornerstones of lifelong learning. The job description for the school principal can be found in Appendix O. The job description is based on the NC Principal Evaluation Process and Red Pedagogy dynamics to reflect OMS mission and educational model. The standards include Strategic Leadership, Instructional Leadership, Cultural Leadership, Human Resource Leadership, Managerial Leadership, External Development Leadership, and Micro-political Leadership.

Attach in Appendix O the School Leader's Resume. If school leader has been identified, include the school leader's one-page resume in Appendix O.

4. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

OMS is a not-for-profit, at-will, private employer. The employees will be employed by OMS under the purview of the Board of Directors. OMS school employees are employed by and contracted with OMS Board of Directors, and are not considered state employees. OMS is not intended to

create and shall not be interpreted to create employer-employee, contractor-subcontractor, or principal-agent relationships between or among any party or parties to OMS. It is the responsibility of the board to know the financial health of OMS, including the number of students currently attending, the number of student attrition each month, the current financial budget surplus or deficit and the cost of major projects but not micromanage the daily operations of the school. The school principal will recommend for hire all subordinate staff. The school principal will be prepared to update board members on all matters of the school. OMS will provide a competitive compensation plan to attract and retain integral, loyal, and committed employees/leaders. OMS Board of Directors will promote a healthy, productive, work environment that rewards creativity in STREAM core disciplines, SCOS complementary subjects, College and Career readiness integration, and Red Pedagogy/place-based relevant performances.

5. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

OMS is an equal opportunity employer and will not discriminate against any applicant, contractor, or employee on the basis of age, race, color, religion, sex, national origin, veteran status, disability, genetic information or other legally protected status. This policy extends to all term, conditions, and privileges of employment as well as the use of the school's facilities and participation in all activities sponsored by the school. It is OMS policy to ensure that all employees are treated equally on the basis of merit and performance competence with regard to any and all terms of conditions of employment, including recruitment, hiring, compensation, promotions, demotions, assignments, trainings, layoff, and terminations. OMS requires criminal history checks under NC General Statutes Chapter 115C-332 (b. Criminal History Checks), as a part of the OMS employment process. OMS School Board of Directors will apply the policy uniformly before the applicant is given an unconditional job offer. OMS will indicate, upon inquiry by any other local school board of education, charter school in the State, as to the reason for an employee's resignation or dismissal, or if an employee's criminal history was relevant to the employee's resignation or dismissal. Staff is hired 'at will' on a year-to-year basis. Extensions of employments offers are recommended on an annual basis. All instructional personnel are consider 10-month employees and may choose to be paid over a 10- month or 12- month period. The first 90 days of employment are an introductory period. During this period, the employee may resign without reason and/or notice. And the Board may terminate employment without cause and without notice. Beyond this period, employee resignations will be accepted when submitted in writing, with appropriate notice.

6. Outline the school's proposed salary range and employment benefits for all levels of employment.

The OMS benefits package includes \$2,000 to be available to all full-time employees to invest in medical, life insurance, or 401K; \$1,000 will be available to part-time employees. Employees are offered mandated benefits to include workers' compensation, unemployment insurance, and social security insurance. The OMS benefits package will be offered following their first 60 days of employment. There will be 3% raises yearly. The school principal will cap the top salary at \$75,000, certified personnel (teachers, school

counselor and social worker) will average \$35,000 and the clerical salary is 28,000, teacher assistants \$25,000, and maintenance workers \$23,000.

7. Provide the procedures for handling employee grievances and/or termination.

Employees or staff who have a grievance at OMS will use the following procedure to solve issues with other parties. Grievances will be resolved promptly and equitably. Procedures are not intended to replace other professional, informal discussions and resolution of issues as they may arise. The Aggrieved Party will raise the lowest-level appropriate member of the faculty or staff via written document or email, and the staff member will then seek to resolve the issue. The faculty or staff member may involve other, higher-level members of the school staff as appropriate. Staff will endeavor to resolve issues at the level within three-to five school days of initiation of this step. The school principal shall have up to five business days from the time they receive the grievance to respond to the grievance in writing. If the employee is satisfied with the decision after they receive the response from the school principal, the issue is considered resolved. If the employee is not satisfied with the response from the school principal, the employee may file an appeal by submitting a letter in writing (email accepted) stating Old Main STREAM Academy policy, board policy or law that was violated including details of the actions and the place, date and time of the violation. The employee should make all efforts to include any details about the event that may be helpful in the decision-making process to the OMS chair of the Board of Directors. This must be done within 5 business days of the initial response from the school principal. Where the grievance is filed directly with the Board Chair as set forth above or after receiving the appeal letter, the appeal shall be considered by the Board Chair. The Board Chair will have five business days to respond to the grievance. If the employee is dissatisfied with the decision, the employee can file the grievance with the full Board of Directors. The employee will present the grievance to the full OMS Board of Directors at its next regularly scheduled monthly meeting provided such meeting is more than seven days after the filing, or the Chair of the Board of Directors may call a special meeting of the Board to consider the appeal in accordance with Old Main STREAM Academy bylaws. The Board will consider and discuss the grievance at the meeting in accordance with Open Meeting laws. The first 90 days of employment are an introductory period, and the employee may resign without reason or notice. OMS may terminate employment without cause and without notice. After this time, OMS will enact progressive discipline policies. OMS will enact causes for nonrenewal or termination; disputes of an employee, G.S. 115C-218.95; OMS will follow 16 N.C.A.C. 6C.312 (Policy Relative to licensure, suspension and dismissal)- of the Official North Carolina Administrative Code – policy relative to licensure, suspension – and the Standards of Professional Conduct (16 N.C.A.C. 06C.0602). The reasons are clearly outlined and will be accessible to all OMS employees. The Standards of Professional Conduct are generally accepted for the education profession and are the basis of review of performance. Violation of standards subject an educator to investigation and disciplinary action by the OMS school principal and recommendations to the OMS Board of Directors. Licensure and Standards of Professional Conduct are a part of the evaluation process, formative and summative documentation. It will be stressed that because OMS educational model uses the fundamentals of modeling for character development and school culture, the Standards of Professional Conduct will be adhered to and discussed as embedded environmental traits.

8. Identify any positions that will have dual responsibilities and the funding source for each position.
It is possible that PowerSchool (data manager)/bookkeeper and custodial and maintenance duties may be shared by the same position. Part time staff may have dual responsibilities by assisting in the breakfast and lunch service during the school day. The staff will be funded through the regular operating budget and the school will receive no net revenue from the school lunch program. There are no additional positions inside or outside of the organization that will have dual job titles.
9. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.
OMS will recruit and hire or contract with highly-qualified and licensed special education, EL, and AIG teachers. Documentation will exist of attempts and success to hire or contract to provide qualified staffing teachers. OMS will identify related service providers (such as school psychologist, occupational therapy, physical therapy, speech-language pathology) as needed. OMS will monitor and identify EL and gifted students and staff appropriately. In Year 1, OMS will hire .5 EC teacher and in Year 3, will employ a full-time EC, based on the start-up plan. OMS will seek teachers certified in EL and AIG with demonstrated experiences. Initially, these teachers may be hired through contracted services. OMS will staff according to student needs and this may be subject to change based on the needs of students as identified by teachers and school principal.
10. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).

It is the intent of the OMS Board that through the hiring process, 100% of the instructional staff at OMS have, or will have the opportunity to pursue the status of highly qualified. OMS will assist teachers in meeting licensure requirements through the NCDPI Online Licensure System. OMS will develop, maintain, and promote procedures (window of time for annual renewal and 5 year cycles). OMS will assist instructional personnel to progress to Initial License IPL, valid for three years. SP2 Licenses are valid for five years. A Provisional License is issued with the requirement that coursework for IPL license is satisfied at the rate of six semester hours per year. Hours must be completed prior to the beginning of each new school year. OMS will notify teachers of renewal cycles and maintain records with updated licenses. Teachers from outside the state must pursue clear renewable certification. These requirements are incorporated into North Carolina's approved teacher preparation programs and must be completed within five years. The employee will be responsible for all fees for license progression and renewals. It is the responsibility of the OMS Board to make certain teachers meet the requirements prior to employment and to monitor any conditional requirements are met by the educator within the required timeline. OMS may employ or contract with skilled, such as traditional Red Pedagogy instructors, or selected, noncertified personnel to provide non-instructional services such as teacher assistants. There is no state professional educator's license required to be a paraprofessional / teacher assistant. However, OMS endorses these types of initiatives such as OMS teacher assistants entering into a NC teacher approved preparation program and the two year early childhood degree. Individuals with at least three years of successful experience will be considered for employment with OMS. Consultants

3.5 Staff Evaluations and Professional Development

1. Identify the positions responsible for maintaining teacher licensure requirements and professional development.

The School Principal, Clerical, and Lead Teacher in grade level PLCs are responsible for maintaining teacher licensure requirements and professional development. The school principal will provide support, assist with aligning mentors/content expertise and resources; clerical will assist with updates of records, safekeeping with licenses and documentation to be maintained in the School Activity Report; and the Lead Teacher will mentor and collaborate with team members for teachers to grow as educators.

2. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. Plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.

Every Student Succeeds Act simplifies the process of identifying and hiring “highly qualified” teachers. OMS provides procedural guidelines and support that enhance the likelihood of recruiting high effective staff. The OMS education model is designed to improve student learning (Article 14A. § 115C-218. -Purpose of charter schools) and academic achievement of all students enrolled in the school. The Board understands that to promote superior academic achievement, for marginalized populations [Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted and Encourage the use of different and innovative teaching methods], OMS must build the instructional capacity of the staff. OMS will implement a tool for staff evaluations, observations, and feedback. OMS will develop a Licensure Plan that outlines and meets the required formative and summative evaluations expectations to include the NC Educator Evaluation System (NCEES). OMS will implement a purposeful mentor program for new teachers and provide ongoing support for all staff as they learn the comprehensive OMS educational model courses of study for delivery and become confident with OMS essential instructional strategies. Initial professional development will be uniform for all staff in the workshop model for delivery and STREAM core disciplines, SCOS complementary subjects, college and career readiness and Red Pedagogy. Ongoing training and professional development will become more personalized to the specific needs of each teacher based upon student growth data, leadership feedback, Professional Learning Communities (PLCs) collaborations, and personal reflections in their personal development plans. Professional development provided by vendor-based training will provide teachers the CEUs necessary to qualify teachers for NC licenses and recertification as prescribed by state and federal law. OMS will implement board-approved licensure plans. All staff will be evaluated through a variety of measures. OMS will use established programs and protocol to document mentorship, participation, and formal observations to measure student academic growth. At the end of the year, staff will have comprehensive evaluation meetings with leadership to review their performance, student growth, and a value-added component that measures their value to their team, salary raises, and benefit packages. All returning staff will earn 3% monetary increase. Stipends will be paid to teachers who offer their expertise in an extended learning program, and serve as team leaders, coaches, committee chairs, etc. A OMS Board goal



is to recruit, train, and retain premier staff of high qualified instructors dedicated to the mission of OMS to engage students in relevant, rigorous, college and career readiness STREAM disciplines.

3. Describe the core components of professional development plan and how these components will support effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

Core components of the professional development plan are indicative of Professional Development Standards. OMS professional development will be planned to increase educator effectiveness. Components in PD denote that professional learning increases results for all student within learning communities and this promotes capacity to develop leaders to support learning communities. PD instills that resources should be prioritized, monitored, and coordinated. PD models how to use student data as multiple source tools and should be used to plan, assess, and evaluate. PD uses learning designs to integrate theories, research, and models of human learning. PD applies research on change and sustains support for implementation. PD aligns its outcomes with educator performance and student curriculum standards. Initially, OMS PD will be offered internally, in a uniform format. The first year requires teacher commitment and the readiness to consider new approaches in student learning. Teachers and stakeholders will engage in training, during July 20-24, to discuss the 'infusion' of Red Pedagogy/place-based education in STREAM core disciplines, SCOS, and College Career Readiness standards, the OMS educational model. Following Red Pedagogy/place-based training and during August 3-6, 2020, a uniform orientation to OMS will include curriculums (STREAM, SCOS, college and career readiness standards and infusing Red Pedagogy), presenting OMS legislative purposes and goals, student performance standards, and the 4 essential strategies. During the school year, the OMS educational model, goals for OMS, student performance standards, and student analysis will drive decisions and professional development. Additional professional development days are on the calendar for PLCs by grade level or subject content. Individual professional development will be supported externally to strengthen challenges and or increase knowledge, management, or best practices. Old Main STREAM will also meet with our mentor partnership, Southeastern Academy Charter School Board for professional development opportunities. Other uniformed and individual professional development opportunities include webinars, UNCP opportunities, educational conferences, class observations, and single-session workshops.

4. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

Before OMS opens, the first year in August 2020, there will be required teacher commitment to participate in professional development. During the 2020-2021 first year, additional professional development days will be added to the month of July. Teachers and stakeholders will engage in training with the OMS educational model during July 20-24, to learn or for some, remember how to 'infuse' Red Pedagogy/place-based education into STREAM core disciplines, SCOS, and College Career Readiness standards. Following the Red Pedagogy/place-based training and during August 3-6, Old Main STREAM will host orientation training, STREAM, SCOS, and College – Career Readiness – the OMS educational model daily and weekly schedule bands will be presented and discussed. OMS will leverage tribal community and professional support for presenting Red

Pedagogy. UNC-Pembroke's School of Education, Math, and Science Departments include multiple tribal instructors/professors and stakeholders as indicated in Appendix A that understand the concepts and tribal theory of Red Pedagogy and infusing it in research-evidence based disciplines or the OMS educational model. There is also an example of how Red Pedagogy 'looks' as applied with Natural Indigenous Habitats, a STEM Ecology Lesson Plan, and SCOS NC Essential Standards, found in Appendix B. Additionally, multiple of the founding members have experience with infusing Red Pedagogy/place-based curriculum into core disciplines, and have published and nonpublished scholarly research and have valuable seasoned professional experience, including working in K-12 and higher education with Red Pedagogy, developmental stages with students/adults, and core disciplines. All partnerships, stakeholders, and founding members are committed to the process of succeeding in the school goals and student performance goals.

5. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

During the first year, July 2020, OMS professional development training will be described as a professional commitment. Red Pedagogy/place-based and the 4 essential instructional strategies training will occur during July 20-24. On August 3-6, orientation for the opening day, review of STREAM core disciplines, SCOS, the 4 essential instructional strategies, and daily/weekly schedules will be reviewed. Teachers will also receive class rosters and prepare classrooms for the first day, August 7. This professional development will occur over a nine-day period; it should be noted that during the last week of July, if teachers choose to request or seek additional assistance, this can be arranged. There will be various professional developments throughout the first year at OMS. Teachers will participate in 9 days, from 8:00am-3:00pm before the start of school. During the academic calendar year, there will be two full additional professional development days (8:00-3:00) and 2 half days 12:30pm-3:15pm that may be used for professional development. Teachers will also participate in PLCs by grade level, content, and or with committees for professional development, including webinars during planning or after school and attend conferences, as funds will allow.

3.6 Marketing, Recruitment, and Enrollment

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions 115C-218.45 carefully.

Marketing Plan

1. Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).

OMS will target families with children ages 5-9 in the first year. The target population includes 1- students identifying with the principal Indigenous population, 2- students identifying with diverse Indigenous tribal representations, 3- students identifying with two or more Indigenous representations or other ethnicity(ies) and any 4-others that choose to attend OMS.

OMS will be inclusive to other ethnicities, if applications are submitted. The OMS location is considered the hub of the Indigenous communities to the surrounding communities, including Pembroke, Union Chapel- Mt. Airy, Hope Well-Evans, Deep Branch, Pembroke, Magnolia, Oxendine/Cherokee, Prospect. Townships interested in OMS include Lumberton, Fairmont, Rowland, and Red Springs. The communication and multiple marketing strategies and tools, to include social media, print, engaged conferences, community outreach, church events, and radio announcements.

Implementation: Prior March 2019: Grassroots efforts to begin a charter school- community meetings March 2019- July 2019 – Participation NC Indian Unity, Attended Charter School Application Training, Conference/Commission of Indian Affairs, OMS Parent Survey, Launched FaceBook Page, Lumbree Homecoming Events/Tent/ Recruit Advisory Body Council, Release of Application -Submission of Application- Solicitation of financial support application fee, webpage launch, etc.- Met with local business owner for location and communication with NC Baptist Children’s Association, Participation in Charter School Conference August 2019- January 2020 Presentation at Community Annual Spot Fry and Fall Gathering, Fall Pow Wow, Presentations at Cultural Classes (Monday and Thursdays), Launch OMS Website, Community Presentations at Churches and Civic Organizations, Meet with local business owner for collaboration of design in school building, Monthly Board of Directors Meetings, Advisory Body Council Meetings, Strengthen Relationships With Local Media, Advertise for School Principal January 2020-June 2020- Marketing job opportunities, Open enrollment for OMS, Solicitation of Monetary Contributions, Solicitation of School Media Materials, Solicitation of Technology, Solicitation of Appropriate School Furniture, Update OMS website with application process, enrollment process, lottery process, community sessions, Determine Dates for Open House for Tours of OMS facility, Evaluate Results July 2020-August 2020- Community Outreach for Volunteers of School Set-Up, Continue to Solicit Sponsorships, Invite Partnerships and Community for Tour of OMS Facility, Business and University Engagement Meetings for Sponsorship and Service Projects Support, Continue Meeting and Information Sessions with Advisory Body Council and School and Community Council, Open School, Update OMS Website August 2020-January 2021 – OMS Communication and Marketing Continued, Set Tours, Continued Outreach for Service Projects (Place-Based) and Mentoring, internal and external to Robeson County, Parental Collaborations, Invite to Partnerships for Student-Led Conferences, Marketing Announcements for Parent and Community Coffee Hour, Begin Discussions for Outreach and Next Cycle of Enrollment

2. Describe how parents and other members of the community will be informed about the school.

Strategies to inform the community include updates on Facebook, OMS website, Speaking and Recruitment Outreach at Civic Meetings, Churches, Involvement with Annual Community Fish Fry and Fall Festival, Fall PowWow, Presentations to Cultural Classes (Monday and Thursday Nights), Information Sessions, Participation in Meetings and Gatherings

3. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.

June – July 2018-2019 – A page was created on FaceBook to announce the potential opening and grades [Founding Members] *Research states that word of mouth is most effective for recruitment.

The OMS application will be submitted for fast track status, based on need, targeted population, and availability for school location/support. When the application is approved, recruitment will begin. [OMS Board of Directors]

Multiple community parents have already contacted members of the Board of Directors to inquire about the application process.

September 2019- OMS website launch – Information [Advisory Body Council]

September 2019-July 2020- Meetings and Collaborations with Advisory Body Council/School & Community Council- for word of mouth and support- Community Sessions [Board of Directors – School Principal]

September 2019 – August 2020- Presentations, Meetings, Meet & Greets, Engagements, Advertising through Website, Print, Church Events, Radio Announcements, Tours of Facility [Board of Directors, School Principal, and Local Developer]

December 2019- April 2020 – Begin search for School Principal and Select [OMS Board of Directors]

January 2020- Meet with Advisory Body Council and School & Community Council for marketing, fund raising efforts, and establish timeline and responsibilities

February 2020-April 2020- Open Enrollment for OMS applications- Information regarding application process, enrollment process, lottery process – [School Principal – Advisory Body Council (Marketing)]

March 2020-August 2020 – Tours of OMS facility- Continued Partnerships and Collaborations [Board of Directors- School Principal]

4. Describe how students will be given an equal opportunity to attend the school.

Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.

Robeson County is designated as a Tier I status or a most distressed county in the 2019 NC Development Tier Designation. The tier rankings provide specific guidelines for calculating annual tier rankings. Tier rankings use four factors: average unemployment rate, median household income, percentage growth in population, and adjusted property tax per capita. The Robesonian reported about 70% of the children live in poverty. The UNC School of Law state that the poverty among American Indians is double that of Whites. The OMS educational model is designed for marginalized populations, specifically in this model, Indigenous People. The OMS educational model has marketing and strategies in place to recruit this population. Indigenous People in the community meet requirements for the definitions families in poverty, academically- low achieving students, students with disabilities (a disproportionate percentage), and students at-risk of academic failure, as the application describes.

5. What established community organizations would you target for marketing and recruitment?

Community organizations that have provided OMS support and will use for marketing and recruitment include PAWSS, Inc.- local developer, First Bank, NC Commission of Indian Affairs, UNC- American Indian Center, UNC Pembroke, Helping Hands, Lumbee Tribal Cultural classes, local daycares centers in the demographic area, Lumbee Regional Development Association, local churches, pow wow events with tribal representations, Pembroke Day, Robeson County Fair, Lumbee Tribe Fish Fry and Fall Gathering, Chamber

of Commerce, Business and Professional Women, Kiwanis, Lions Clubs, Junior League, and Native Vision.

3.7 Parent and Community Involvement

1. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

In a 2016 study, *Parent Voices Revisted, American Indian Relationships with Schools*, insight was provided as to how to communicate and engage parents belonging to Indigenous populations, marginalized populations, and educationally disadvantaged. Significant findings included that parents would like schools to know how to have a working relationship with parents; that students' history, language, culture, and perspective be included into the school curriculum, and the importance of understanding the unique needs of Native students and teaching to that uniqueness. These findings were recognized in the OMS survey as well. Understanding and respect for Indigenous/or the marginalized was another significant finding. This finding connected to the State Advisory Board Report findings documented in the application. Many of the findings in the 2016 study (such as understanding and respect for Indigenous/and marginalized populations were discovered as significant findings in the OMS survey and the NC State Advisory Reports. OMS survey findings identified that parents believed that students should be challenged in class. Top reasons cited by a US Department Study for why Indigenous students do not do well in schools, include curriculum for mainstream America, uncaring teachers, and tracking students into low achieving classes and groups. Many Indigenous parents do not have healthy or positive experiences with school and/or education. The OMS education model recognizes the opportunity to positively influence the experiences of communicating with and engaging parents or community members. OMS will encourage caretakers, family and community to be involved in OMS, place-based/Red Pedagogy initiatives (cultural and content), and through serving in a liaison capacity, such as serving on the Advisory Body Council and School & Community Council. Information will be available to parents, the at-large community, and the university community through information sessions/community meetings, civic meetings, church speaking opportunities, and Meet & Greet sessions. Information concerning the OMS educational model and presentations or speaking engagements will be posted on the OMS website, published in bulletins and local newspapers. There will also be opportunity for parental and community engagement and support of students through attending student-led conferences, volunteering, PTOs, curriculum nights, and tours of the OMS facility and operations. Local businesses and organizations or programs will also have opportunity to partner with OMS and involve OMS students service learning projects and mentoring. OMS will implement best practices for engaging Native families in education: 1-a caring, supportive and communicative school staff, 2- culturally respectful environment; access to American Indian programs, and supplemental support, 3- responding to Indigenous parents as active participants in their children's education.

Through interviews with North Carolina AIAN parents, (Our Voice, Your Voice, One Voice) the report found that parents are concerned about teachers' and administrators' levels of awareness regarding their cultural diversity. Parents wanted more attention given to NC Indians in social studies and history curriculums and textbooks, more encouragement for their children to be involved in school activities and partnerships between families and schools to incorporate American Indian traditions and culture into their schools. The OMS educational model addresses these issues through features of the model. OMS will use climate surveys, community,

partnerships, parent information and councils to sensitively and effectively involve parents and community.

2. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.

Place-based/Red Pedagogy is a natural trademark for engaging partnerships that will sustain OMS and stimulate interest in the school. Parents will have buy-in for school because this infusion allows for the strengths of parents and community members to prominently display, and be discussed as part of the learning process in a traditional context. Seasonal customs and teachings will now have dialogue that explains why. Place-based/Red Pedagogy can be framed in tradition and core content or subjects, which offers the opportunity for partnerships among community and teachers. It also offers dialogue for how Indigenous customs are relevant in core disciplines. These practices build connections in belonging, expectation, and strengthening for support in student learning. Other engaging activities will include participation in the School and Community Council partnership, parent coffee hour, and parent volunteering.

3. If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

The OMS educational model uses the place-based/Red Pedagogy to infuse relevance into core disciplines. Place-based/Red Pedagogy grounds all aspects of learning in practical outcomes, real-world applications, and life practices. Red Pedagogy may not be found in a book or in a curriculum. But, it has meaning through tradition and customs and now, students can experience that meaning in the classroom as it connects through other curriculums to the student's life and local space. Undeniably, some things you learn from teaching, some things you learn from research, but some things you can learn only from experience. The OMS educational model can be used with any population, to infuse a relevant meaningful place-based pedagogy with rigorous core instruction. It is also critical to mention the shared-decision and sense-making in the OMS educational model and organizational chart fronted by the Advisory Body Council and School & Community Council as a key tool. These groups' primary function will be to advocate for OMS and the mission statement in the surrounding communities. The groups will benefit OMS by meeting with the Board of Directors and maintaining a pulse and implementing needed initiatives, assisting with resources, and working as effective decision making collaborators for the well-being of the school.

3.8 Admissions Policy

1. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:
 - a. Tentative dates for the open enrollment application period, enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.
 - b. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences. OMS will adhere to the following procedure
 - c. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

- d. Explanation of the purpose of any pre-admission activities (if any) for students or parents.
- e. Clear policies and procedures for student withdrawals and transfers.

a-OMS will follow the admission requirements stated in N.C.G.S., 115C-218.45. In the first year, open enrollment will (tentatively) begin February 28th and close on April 10, 2020. In subsequent years, dates will be communicated through website and school information. **There** will be at least a 30 day open enrollment period yearly. b-OMS applications will primarily be collected through an enrollment system that provides predetermined dates, time windows, and location, transparently announced via website and posters. *Applications submitted within the open enrollment period are processed in the lottery, if a lottery is needed. *At the close of open enrollment, OMS will determine if a lottery is needed at any grade level. *A lottery will be completed if there are more applications (received within open enrollment) than seats available in any grade level. * If needed, a lottery will be held two to four weeks after the open enrollment period closes. *OMS will verify preferences and number of seats available prior to the lottery. Enrollment preferences are provided to the following:

*Children of full-time staff members- may not exceed 15% of the school enrollment *Children of current board members- may not exceed 15% of the school enrollment *Siblings of currently enrolled students who were admitted to the charter school in the previous year *Multiple birth siblings *Siblings of students who completed last grade offered at OMS *Parents will receive lottery letters approximately one week prior to the public lottery; information will be posted on the website, open to the public. c-On the date/time/location of the lottery, names will be drawn. Applicants that are selected will receive a position at OMS. An applicant (s) whose name is drawn after all open seats are filled, will be placed on the waitlist. As seats become available, OMS offers the open position to the next child on the waitlist. Contact efforts will be made to the parent to inform them of OMS availability. OMS will place students on the waitlist before moving to the list of applicants who applied after the close of open enrollment. Applications received after the close of open enrollment are ordered on the waitlist according to the date/time received. c-When a student withdraws or transfers from OMS, a withdrawal form is completed, with the necessary information to be appropriately placed in the new educational setting. OMS will document the information in a log to track request of records and follow-up if a request is not received. When a request is received from the child's new school, the school will send the records as requested. OMS will then offer the open seat to the next child on the waitlist. d-There are no required events, but optional activities such as attending student-led conferences, Parent-Teacher Nights, and Meet and Greets, Director of Board Meetings and visiting the school to learn more about the OMS educational model and operations are always welcomed. e-Parents may withdraw or transfer students at any time and records will be forwarded, in a timely manner. If a student leaves OMS and wishes to re-enroll at the school, a new application must be completed and submitted, the student will be placed on the waiting list, and then wait until a seat becomes available.

Weighted Lottery

*Does your school plan to use a weighted lottery? ☐ Yes. Complete the following section. ☒ No.

The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited lottery in certain circumstances. If the charter applicant wishes to deviate in any

way from the open lottery normally utilized by charter schools, the following requirements must be met:

1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.
2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).
3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.

If the applicant is requesting to use a weighted, or otherwise limited, lottery, please provide the following:

1. A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.
Not applicable
2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.
Not applicable
3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.
Not applicable

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. ☐ Yes ☒ No

Explanation (optional): Previous application was used.

Section 4 Operations

4.1 Transportation Plan

1. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal.

If you plan to provide transportation, include the following:

- a. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.

- b. Describe how the school will transport students with special transportation needs and how that will impact your budget.
 - c. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services.
- a- OMS will provide transportation as described by Law§ 115C-218.40. OMS will provide transportation to any student who lives outside the one and one-half miles of the school. OMS will contract for the first 45 days with a provider that is a district-certified and licensed school bus company to provide transportation. During the 45 days, OMS will purchase three buses, and provide transportation for OMS students. Although the location of OMS is in the geographic center of Robeson County, the County demonstrates a large land mass. The strategic designated location points for students will include northeast (old Cancer Center), southwest (Harpers Ferry), and northwest (Hwy 710, Island Gove). After the 45 days, three drivers (teacher assistants) will be paid hourly wages to provide round trip transportation every morning and afternoon. OMS drivers will have the responsibility of maintaining cleanliness, safety, and reporting any mechanical or procedural issues to the school Principal. Safety will be stressed at the school and with parents/caregivers and riding the bus will be presented as a privilege. Student passengers are expected to conduct themselves according to bus discipline policies to maintain their riding privileges. Other viable options include parents providing transportation and/or carpooling if needed. b- During the enrollment period, students with special transportation needs will be identified. If necessary, OMS will contract with a provider that is a district-certified and licensed school bus company to provide transportation. There will be a line item for special transportation needs c- Contracted providers will furnish proof that it meets or exceed all applicable district, state, and federal rules and regulations governing student transportation. OMS will provide transportation pursuant to the McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11431, et. seq.) homeless youth. Parents and guardians of homeless children are informed of all transportation services, including transportation to and from the school of origin. OMS will seek funding sources, grants and additional support for transportation, if there is a need.

4.2 School Lunch Plan

1. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.

If the school intends to participate in the National School Lunch Program, include the following components in the response:

- a. How the school will comply with applicable local, state, and federal guidelines and regulations;
- b. Any plans to meet the needs of low-income students; and
- c. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.

a- It is already established in the PSRC school system that all students are designated as qualifying for free lunches through the Healthy Hunger Free Kids act of 2010. The overall purpose of the Community Eligibility Provision is to improve access to nutritional meals, serving breakfast and lunch for students, at no cost, to all students. It is a four-year reimbursement option for eligible LEAs and schools. CEP is a service option for schools in low-income areas and OMS will explore

this option as part of the school lunch plan. b. OMS will request that PSRC will partner with the school to provide a school lunch program. PSRC does partner with one charter school to provide a lunch program. However, if a partnership does not materialize, families may choose to provide packed meals for their child or purchase reasonably priced lunches from local restaurants or catering services, offering balanced meals. If a student does not bring packed meals, we will provide available foods from Campbell Soup, a local community partner. c- The methodology used to determine eligibility for CEP, is that the school will identify 40 percent or more students who are certified eligible for free school meals without a household application. Families choose to participate. Identified students include children directly certified through data-matching because their household receives SNAP, TANF, FDPIR or Medicaid benefits as well as students who are certified for free meals without an application because they are homeless, migrant, or in foster care.

4.3 Civil Liability and Insurance

The Nonprofit shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

- a. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
 - b. General Liability: one million dollars (\$1,000,000) per occurrence;
 - c. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
 - d. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
 - e. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
 - f. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law.
1. Complete the table below, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

Area of Proposed Coverage	Proposed Amount of Coverage	Cost (Quote)
Comprehensive General Liability	\$1,000,000.00/occurrence	\$7,000.00
Officers and Directors/Errors and Omissions	\$1,000,000.00/occurrence	\$3,500.00
Property Insurance	*Property insurance will be covered by owner of building	
Automobile Liability	\$1,000,000.00/occurrence	\$4,800.00
Crime Coverage Minimum/Maximum Amount	\$250,000.00 \$250,000.00	\$1,500.00
Worker's Compensation	\$500,000	\$4,500.00
Other Coverage		
Total Cost		\$21,300.00

*Attach Appendix L: Insurance Quotes

The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and projected cost.

4.4 Health and Safety Requirements

All public charter schools are required to follow the regulations regarding health and safety as stated in G.S. 115C 218.75.

We, the Board members at **[Old Main STREAM Academy]** will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.


Board Chair Signature

7/26/19
Date

Start-Up Plan

1. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).

July 2019- Submit Accelerated Application-Founding Board

August 2019- Meet with local developer to design OMS building-Brenda-Lemark

September- Ready-to-Open Process- Board of Director Meeting- Advisory Council-Founders Launch Website-Tiffany Locklear –Community Meeting-Founding Members * In-Person Clarification Notification-Founders

October - Interviews -Recommendation SBE for Approval- NC ACCESS Program-Founders

November-RTO- Engage in Recruiting Sponsorships for Financial Support-Lemark

December-RTO-Founding Board- Create Board of Directors Email Accounts-Tiffany-Denise

January 2020-RTO- Create Applications for Enrollment/Withdrawals- Brenda Meet with Advisory Body Council and School & Community Council to formulate plans for fund raising, advocacy, and partnerships for OMS-Board of Directors

February- Open Enrollment* Advertising for School Principal*Faculty and Staff- and Advisory Body Council Mtg*.- Founders, Register for Teacher Fairs*-Rose

Inspections of Building Sites*-Lemark-Brenda

March RTO- Develop handbooks*- Rose -Attend Teacher Fairs- Rose, Brenda, Denise - Research options low-cost or used furnishings*-Lemark- Evaluate cost/benefits of purchases vs. lease of goods/equipment*-Lemark-Rose

April-RTO- Lottery Process (if needed)*-Founders -Order Curriculum and Supplies and Communication Technology*-Brenda-Rose

May – Certificate of Occupancy*- Final Paperwork from Parents Send Acceptance Letters with Deadline for Response* Brenda-Rose Organize PTO and School Community Council* Tiffany-Denise- Continuing Requesting/Collecting Record from Schools- Brenda-Rose

Collect school furniture from UNCP that is earmarked for OMS and Tag* Joe-Lemark

Complete Recommendations for Instructional Staff and Assistants (School Principal)

Create Email Accounts for Hired Staff*School Principal

Develop Contracts*- Rose

June- Open OMS facility for Tours*-Rose- PTO Fundraising and Solicitation of Money (PTO President)* HR Packages-Handbook and Benefits-Rose -Develop Inventory Control Procedures-School Principal

Order Asset Tags-School Principal-Sign Service agreements with outside provider*- School Principal-Lemark-Joe Health and Safety Plan and Crisis Management Plan- School Principal

July – PD for Red Pedagogy- Hire Key Office Staff* School Principal-Founders -PTO Fundraising and Solicitation of Money (PTO President) Daily Schedules/Classroom Set-Up-School Principal

Solicit Donations for Equipment...carts, chairs, refrigerators, microwaves...parents, community, and business- PTO

August- PD Orientation-School Principal-Founders- Set-Up Classrooms- OMS Staff

Ribbon Cutting-Open House-School Principal-Founders- PTO Fundraising and Solicitation of Money *PTO President

2. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.

Finances will be the biggest challenge. Solutions include applying for NC ACCESS funds, Sponsorships from local business, and in the Start-Up Plan, the OMS Board of Directors will meet with the OMS Advisory Board Council and the School and Community Council in January 2020 or earlier, if the accelerated application approval is provided to develop a timeline for marketing, fundraising, and forming partnerships. These OMS councils will advocate to alleviate challenges in starting the new year.

4.5 Facility

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

1. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation. The Board has been working with a local business owner who purchased a two-story property that he is currently renovating. The building is approximately 20,000 square feet. OMS also received support from the Odum Board to rent the Children's Homes of NC for the OMS location. Both locations are in proximity to the university, to cultivate educational relationships. The local business owner is interested in supporting and helping OMS. One founding member has met with him and walked the property; he has requested that we return to help determine the design for facility layout. Another advantage of the renovated property is that OMS can begin occupying the space immediately after the property is completed. The local property option is that the facility will be owned, constructed, and financed by the local business owner/ private developer, who will then lease the facility to the Board which will make rent payments for use of the facility. The Odum Home, a one floor, 20,000 foot property, is already established as a school and was intended for use with Indigenous People, which is an incentive for the Baptist Homes to partner with OMS. However, the final cost for rent payments have not been determined, and it is generally thought that it will be at least twice as expensive as the redesigned renovated property. The Odum is owned by Baptist Children's Homes and will be leased to the Board, and payments will be made for use of the facility. We will review all options and approve a facilities solution that is competitive, and fits the needs of our student population. The facility that is selected will meet all applicable commercial and life safety codes. Both facilities will include resource rooms for enrichment, common areas for gathering for assemblies and other programs. Both facilities have a lunch room, media center, administration and space for outdoor activities and recreation. Both school sites have areas that can be used as pick-up and drop-off zones. Both sites have adequate parking for employees and visitors. Both facilities are prime sites

for OMS. OMS will work with city and county planning zoning boards to ensure the facility and program needs of the school are met. Facility selection –as soon as the charter application is approved. Requisition- May 2020 (renovated property) July 1 (Odum Home, State, fire marshal and health inspections – by June 1 for either property and occupation (June1 to July1 2021)

2. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable. Currently, the first-choice facility is being renovated. We have been asked to assist or give opinions and considerations for the space. At this point, the facility in the stage of demolition.
3. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces. OMS founding members will provide insight with the design for the facility with local developer. The building is being converted from a church. There is 18,050 square feet. We have been asked to help design the size of the rooms and offices. The sanctuary will be the gymnasium/multipurpose area and there is a large area outside the church that can be used for outdoor physical activities/physical education. The existing rooms will become science labs, computer labs, large classrooms. A kitchen is already available as well as a lunchroom area and ample restroom facilities. Space will be designed for adequate storage and space for work/copy rooms.
4. What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location. The square footage in the local developer's property is 18,050 square feet. The rental price will be \$1.00 per 2.25 square feet. The rental price that OMS is prepared to pay for this location is below pricing for commercial property in this area. A comparison for commercial property is 502 E. 22 Street, and the property has 15, 506 square foot on a .02 acres of land, and is advertise to rent for .67/SF/MO.
5. Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open. The OMS Board of Directors secured two facilities and we have the option of leasing beginning July 1, 2020. The second facility is less than a mile from the local developer's church. The second facility is larger than the local developer's church, and the site was used as a Odum Home for children with an educational setting. The Odum Home is currently rented by UNCP, but the lease expires in June 2020, and UNCP decided not to renew. However, the Odum Home is more expensive to lease than the local developer's church option. Both those agreements are in the application.
6. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable. Founding member, Lemark Harris served as the Executive Director of Pembroke Housing Authority for over 25 years. During his professional career, he built and remodeled the rental property that he

managed. Rose Marie Lowry-Townsend served as Superintendent and the capital expenditures was \$200 million for new facilities. She also provided management and renovations made to other school facilities during this tenure..

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. ☐ Yes ☒ No

Explanation (optional): Prior application was used.

Section 5 Financial Plan

5.1 Charter School Budget

All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

***Attach Appendix M: Revenue Assurances**

Assurances are needed to confirm the commitment of any additional sources of revenue.

***Attach Appendix N: Proposed Budget for Year 1 through Year 5**

Budget template can be located on the Office of Charter Schools Application website.

5.2 Budget Narrative

Please include additional information that explains the assumptions used in the 5-year budget.

1. How was the student enrollment number projected? The student enrollment number was projected after considering mitigating factors including *existing research concerning small schools, * existing numbers for the grade-level span in the district OMS, *Indigenous students' underperformance in the district, *Indigenous community views regarding education and OMS survey data, *influences and elements required to firmly establish a successful foundation for the OMS mission to achieve status as a high quality, high performing charter school, *the need to increase achievement for historically underserved student subgroups, * evidence that positive charter school experiences impact on student learning is strongest at the elementary and middle school level
2. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection. 1-Prior to the OMS survey, a grassroots initiative to begin a charter school in the Indigenous community was discussed 2- district evidence for Indigenous students -low performing test results, high drop-out rates, high rates of discipline incidents, disproportionate numbers of students identified with disabilities 3-the need was confirmed by the OMS survey data 4-community outreach and support 5-statistical data concerning social-emotional well-being, poverty, and education demonstrate that Robeson County requires an educational model that increases academic expectations, but it must be relevant/meaningful to the majority diverse Indigenous student population to create sustainable futures. The OMS educational model is an innovative solution designed for marginalized populations. The anticipated student growth is appropriate to establish the foundation and framework of the OMS mission. Significantly, the Indigenous community identifies with the statement, because there are historical connections to the charter school name and the location of OMS- *Old Main STREAM*

Academy engages students in relevant, rigorous, college and career readiness STREAM disciplines purposed to grow Indigenous leader practitioners that demonstrate preparedness, persistence, self-determination, commitment, and vision for the good of the People

3. Provide the break-even point of student enrollment. The break-even point for student enrollment equate to the projected student enrollments for each year. Projecting the budgeted income statement and statement of cash flow for each school year, for each of the five years, without additional revenue, including grants or sponsorships from community, is as follows:

<u>School Year</u>	<u>OMS Break-Even Enrollment</u>
2020-21	200
2021-22	260
2022-23	320
2023-24	380
2024-25	440

4. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. It is necessary to judiciously recognize that financial management involves anticipating the pattern of release funds from, and commitment of funds to, and those specialized line items in the budget are identifying points where a surplus or deficiency of liquid funds may be expected and take action to employ the surplus or cover the deficit. OMS Board of Directors will receive financial updates from the finance officer monthly during Board Meetings. The Budget and Finance Committee, comprised of Board of Directors members will maintain awareness of OMS finances and will set a predetermined amount in decrease that signals action is warranted. Once this dollar amount is reached, the school principal will inform the budget and finance committee. The committee will recommend to the Board that budget amendments must be made from surplus line items. The small student numbers, especially in the beginning years of OMS designs the firm establishment of precedence for rigor, relevance, and college and career readiness. State funds, local funds, and federal/State EC funds have been reviewed and are projected based on student needs. The personnel budget is economically balanced, with the operations budget projected with student needs as a priority. OMS will operate with finance reviews to make certain that finances and expenditures are relevant, necessary, and balanced. Each of the regular education students represents 7,019.11. The surplus of \$67,441.08 for the first year would only allow for the loss of four students. The total budget would need to be reevaluated. For every ten students not enrolling, OMS would cut a teaching position to part-time. Since there is the possibility that enrollment numbers will not be multiples of 10, OMS may use one or two options to include developing combination classes and/or increasing class sizes. Other line items to be reevaluated to reduce costs include instructional materials, curriculum texts, and classroom technology. It is possible that the buses that OMS will purchase may not cost \$60,000. OMS may use older buses because the pick-up points would warrant short driving distances.
5. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the



- charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices. Not Applicable to OMS. OMS does not have any guarantees of funds that will be available for 2020-2021. Once the application for fast-track is approved, OMS will begin fundraising initiatives and planning for partnerships with the Advisory Body Council and the School & Community Council as soon the accelerated application is approved and no later than January 2020.
6. Provide the student to teacher ratio that the budget is built on. The student to teacher ratio is 20 to 1, 2 grades per each grade level.
 7. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully. Rose Marie Lowry-Townsend administered the personnel budget for a large school district, with approximately 2400 employees. Brenda Dial Deese managed the Rural Low Income School budget approximately 1 million dollars, and the First Americans' Teacher Education (UNCP) 1 million, and Lemark Harris worked with Pembroke Housing Authority, managing a 2 million dollar budget as well as the Lumberton Housing Authority where he managed 6 million. He has 25 years in service as Executive Director of the Housing Authority.
 8. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated. All students deserve the right to attend high-quality schools that prepare them for success. Budget adjustments would need to be made using available contingency funds. The needs of the students must be a priority. OMS will also become advocates for increased prevalence rate caps to be aligned with the true prevalence rate. The NC Public School Forum notes that there are struggles across the state, especially in rural areas concerning high needs students and budget constraints.
 9. If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance. The budget provides for a part-time finance officer in Year One and Two and a full-time finance officer beginning in Year Three. OMS Budget allows opportunity for professional contracts in the areas of Finance and Student Accounting. The OMS Board of Directors have established policies and procedures for outsourcing any and all management agreements. A Third Party Contract Agreement Policy was approved by the OMS Board on 11/19/2018 and reaffirmed May 20, 2019. Prior to OMS entering into any agreement or contract, OMS Academy staff shall follow due diligence in selecting third party vendors. Third parties must comply with all applicable state procurement, OMS Academy policies, practice standards, and agreements as well as any binding legislation at the state and federal levels. This policy supports law in certain areas but shall not replace any potential changes in current or future compliance components levied against third party vendors through statute, law, or contract. A procedure will be in place to safeguard activities, including a monthly agenda item regarding financial management of contract services. Any contract or agreement for services totaling \$1500.00 or more must be presented to the Board of Directors by the school principal for review and approval.

10. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases. A needs assessment will be conducted, which will *determine if the funds are available in the budget. *determine if the expenditure/service is allowable under the appropriate revenue source. *determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies, and procedures, and any related laws or applicable regulations and *determined if the price is competitive and prudent. During the first 45 days of school, OMS will contract with a transportation vendor to pick-up students at designated stops as described in the Transportation Plan (4.1). During the 45 days, OMS will purchase three buses and implement the transportation plan. Other services that will be contracted for are hearing, speech, transportation, legal, and possible Student Accounting and Finance.
11. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs. Monies have been budgeted to provide curriculum, instruction, professional development, supplies, hardware and software for content areas - science, technology, river/reading, engineering, the arts, math, English/language arts and social studies and Red Pedagogy. The budget supports monthly rent for a structure and transportation for OMS students living 1.5 miles from outside the school location. Time and effort have been invested in locating the most effective structure that best fits the budget. The budget was developed prudentially and supports only the principle tenets of the school and the mission. The OMS mission precept is to engage students in relevant, rigorous, college and career readiness STREAM disciplines for the purpose to develop students that demonstrate preparedness, persistence, self-determination and commitment. During the first year, the total Personnel budget demonstrates 62% of the total revenue, reflecting the need for high quality personnel and instruction; 38% of the total revenue reflect operations, to ensure a conducive environment for safety and learning.
12. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance. OMS's goal is to increase the percentage of monies going into the fund balance each year. Start-up expenses for the first year will only allow approximately 4.6% of the total budget as surplus balance. The goal is to have 3 months operating monies available as surplus. To achieve this OMS will set aside the school's local government appropriation, that will be at least \$553.37 per child. This contribution is based on a formula set by the NC General Assembly in a law for school funding in Robeson County. This tax base cannot be reduced per pupil. This means that as the school's membership increases, the amount of money in the general fund balance will increase. OMS established an Advisory Council, School & Community Council and Parent- Teacher Organization for shared decision making, shared sense-making, accountability and equity to maintain accountability for finances and financial well-being. OMS's financial well-being shall be a priority for robust sustainability, to drive policy, and to achieve the OMS mission.
13. Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases. OMS Board of Directors has determined that there is not a need to finance the construction of facilities during the start-up phase as OMS is being solidly

established in the initial years. Financing a new OMS structure is a solid long-term goal and land for a OMS facility has been discussed. However, the priority, initially is opening OMS and fashioning an effective student-community base. OMS's facility needs will be met through facility leasing as a sound performance based school and student-community is established. OMS shall define a budget as a realistic estimate of the operating revenue and expenditures to be incurred in the prudent operation of the school during a specific period of time. The budget includes a line item for rent of the school building. The lease agreement has been included in Appendix A1. The lease agreement includes rent of the facilities and contents of the building. OMS's budget does include the buying of furniture and computers and other necessary materials and supplies. In preparation to manage contracts and leases, OMS developed a Third-Party Contracts/Agreement Policy to address any possible lease agreement such as copiers. Prior to entering into any agreement or contract, Old Main STREAM Academy staff shall follow due diligence in selecting third party vendors. Third parties must comply with all applicable state procurement. Old Main STREAM Academy will follow policies, practice standards, and agreements as well as any binding legislation at the state and federal levels. Third party vendors shall provide OMS a point of contact for contract terms and service offering implementation. An OMS point of contact will work with the third-party vendors to ensure the vendor follows all state and federal laws as well as the OMS policy. The School Principal shall maintain a list of all subcontracted providers and the services performed by each. OMS may request on-demand and maintain copies of all agreements with service providers as appropriate.

14. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends. OMS Board of Directors has not secured any commitments for assets to operate OMS. The founding members have made tentative contacts for assets, but choose to implement the sense-making practice of restraint and caution in accumulating assets. If OMS does determine to use the facility of the Odum Home (the contingency facility) the rental agreement includes the use of the Odum Home's furniture, computers and other furnishings within the building. However, it has been determined, that once the approval for the application is received, the founding members and shared-decision making councils will approach sources in earnest. Commitment for assets above the schools' core operation needs will be addressed as the planning year proceeds as outlined in the Ready to Open (RTO) timeline. Assets for the core operation of the school have been addressed in the budget. Contributions will only strengthen the school operations and will be targeted throughout the whole school year.

5.3 Financial Compliance

1. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping? OMS will follow NC Gen. Stat. 115C-218.95 generally accepted standards of fiscal management. When OMS receives public funds, the school must comply with applicable statutes, regulations, and approved applications. OMS will be considered a public entity and must be accountable for use of such funds and all of the corresponding responsibilities that come with acceptance of public funds. OMS will use the funds in accordance with those statutes, regulations, and applications. OMS Board of Directors will work collaboratively and



closely with the finance officer, auditor, and school leadership. OMS will develop policies that comply with accounting principles including: Prepare monthly financial statements. The monthly financial statement will be reviewed and approved by the OMS Board of Directors. Reports will be filed and available for public review. NC Charter School Data reports will be completed as required. All purchases will be approved by the school principal and finance officer before actual purchase. Upon receipt of items the invoice will be checked and signed by the receiver indicating that all items received were in good donation before being paid by Finance. All purchases over \$1500.00 (per item) must be approved by the OMS Board of Directors. Any item purchased must be recorded and an inventory maintained. Any items purchased with a \$100.00 value or more must be tagged with an OMS identifier and inventory maintained by the Principal and Finance Officer. Items costing over \$500.00 must undergo the competitive bidding with three bids being received before deciding on the vendor. Job description and duties for each staff position will be developed and listed as job openings are posted. Each new hire will be required to sign that they will comply with job description upon being hired. OMS's policy reiterates charter school's procedures for fiscal responsibilities: Access to Funds establishes rules, operating parameters, and approving official(s) giving effective internal controls on all funds received, i.e. online systems, bank accounts etc. on behalf of OMS. The school principal shall serve as the approving official in following rules and regulations to gain access to funding systems as required. The OMS Board of Directors shall require monthly reporting of cash flows from all funds as a tool of exercising oversight and responsibility for cash usages. Auditing of fund access shall be part of the annual audit performed in accordance with the Department of Public Instruction and Office of Charter Schools guidelines.

2. Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved). This is not applicable - OMS has no known or possible related transactions that we are aware of.
3. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number and fax number. If a firm has yet to be identified, please list the firms the board has investigated. Patterson & Associates – Matthew A. Patterson CPA 4248 Fayetteville Road Lumberton, NC 28358 Phone: (910) 738=1448

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. ☐ Yes ☒ No

Explanation (optional): Prior OMS application and RTO process.

Signature Page

The foregoing application is submitted on behalf of Old Main STREAM Academy. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: Dr. Rose Marie Lowry-Townsend

Board Position: Old Main STREAM Academy Board of Directors Chair

Signature: *Dr. Rose Marie Lowry-Townsend*

Date: 7/27/19

Sworn to and subscribed before me this 26th day of July, 2019.

Notary Public: Bridget R. Chavis

Official Seal:



My commission expires: July 1, 2023.

Appendix A1: Acceleration Evidences

Old Main STREAM Academy

Appendix A1: Acceleration Evidences

Old Main STREAM Academy

PAWSS, Inc.
C.A. & Sheila Maynor Foundation

"Offering A Hand Up"

Phone: (910) 740-9782

Fax: (910) 521-8357

Email: southinterior@bellsouth.net

PAW Developers, LLC

PAWSS, Inc.

C.A. & Sheila Maynor Foundation

July 27, 2019

Re: Local Developer's Property for Lease to Old Main STREAM Academy

To Whom It May Concern:

The property that sits on the ⁴⁰²~~610~~ Normal Street is available for lease to Old Main STREAM Academy Charter School. Currently the property is being renovated and the leasees have toured the facility. The building is developmentally appropriate for the students and will offer spacious rooms.

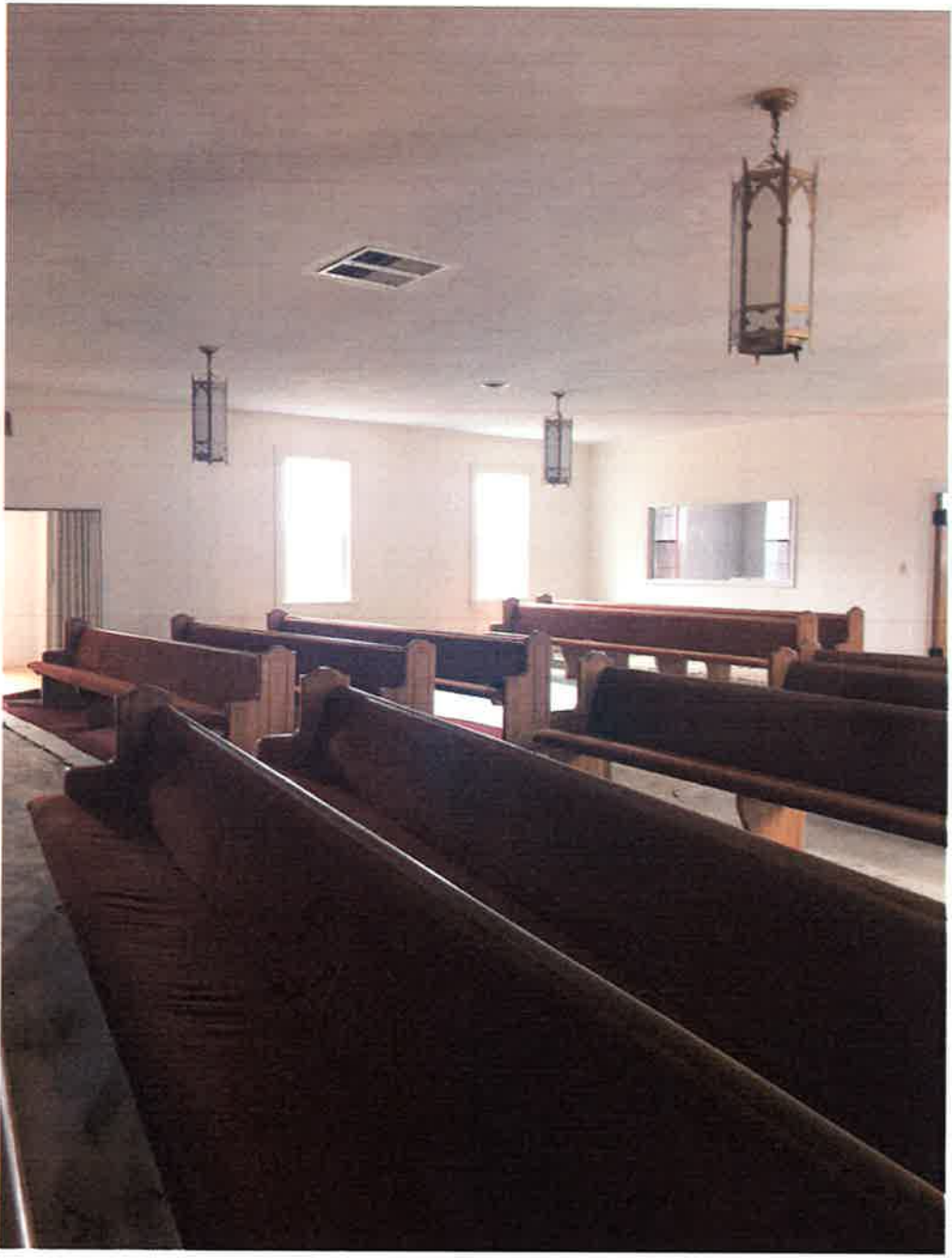
The monthly rent schedule is set for \$8,000. Old Main STREAM proposes a one-year lease and the option to discuss for an extended time.

The 18,500 square foot has not been leased prior to the renovation, and Old Main STREAM will be the first to lease. Please see the accompanying blueprints.

Sincerely,

A handwritten signature in black ink, reading "Charles A. Maynor". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Charles Alton Maynor









Baptist Children's Homes of NORTH CAROLINA, Inc.
sharing hope...changing lives

Michael C. Blackwell
President/CEO

Samuel V. Barefoot
Senior Vice President

BCH Administration
P.O. Box 338
Thomasville, NC 27361
P. 336.474.1224
F. 336.475.4111
E. svbarefoot@bchfamily.org
www.bchfamily.org

July 8, 2019

Brenda Dial Deese, Ph.D, LPCS, NCC

Re: Lindsay Administration Building

Dr. Deese:

Baptist Children's Homes of North Carolina, Inc. is in support of Old Main STREAM Academy being located in the Lindsay Administration Building on Odum Home campus. Our current tenant is UNC-Pembroke.

Their current lease has been extended through July 31, 2020. The monthly rental schedule is presently \$11,655.83.

Lindsay Administration Building was originally built to provide administrative offices and classrooms for our children in care. Unfortunately, we do not have an electronic copy of the blue prints at this time, but will work on this next week.

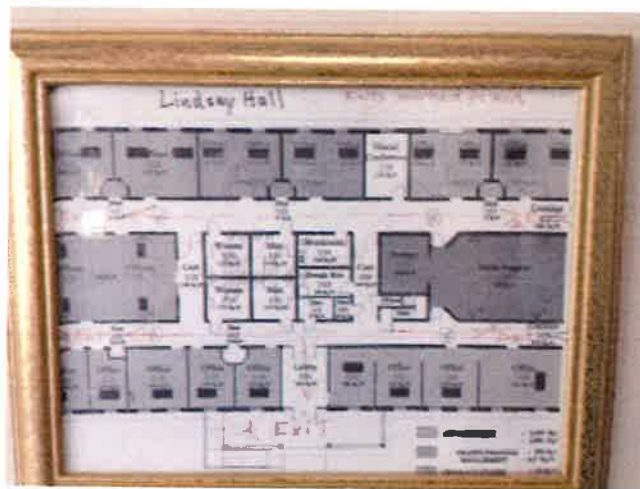
Sincerely,

Samuel V. Barefoot, Sr. Vice Pres.

Samuel V. Barefoot



BCH is accredited by the Council on Accreditation of Services for Families and Children, Inc.









SeA



**12251 Hwy. 41 North
Lumberton, NC 28358
Kristen M. Stone, Principal
910-738-7828
Fax: 910-671-8067**

July 16, 2019

**Old Main STREAM Academy
P.O. Box 1084
Pembroke, NC 28372**

Southeastern Academy Charter School board and/or principal will be glad to mentor Old Main STREAM Academy during your efforts of becoming a brand new charter school in the Pembroke community. Please feel free to reach out to us at any point during this process. Wishing you all the best.

Sincerely,

**Kristen Stone
Principal**

Path to Predictive



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[IPHONE/IPAD APP](#) [CIRCULARS](#)



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ROBESONIAN



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[NEWS TICKER](#) [\[July 9, 2019\] Tribe bringing housing to Rowland](#)

SEARCH ...

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South Robeson to stay open, house sixth through 12 grades

🕒 July 9, 2019 👤 robesonian 📁 News, Top Stories 💬 4

By: Scott Bigelow - Staff writer

WEATHER

Lumberton, NC

75°

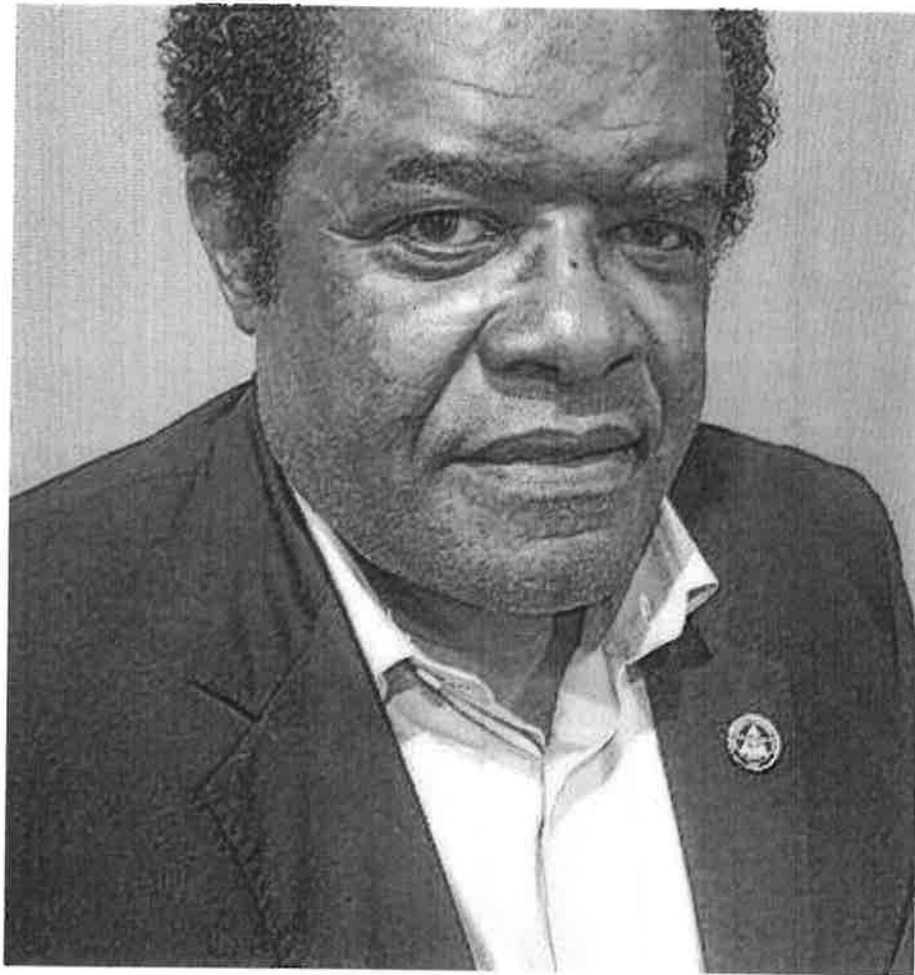
8:17 am EDT

Sunny

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MOST COMMENTED

- South Robeson to stay open, house sixth through 12 grades



4 comments · 48 minutes ago

- Father charged in accidental gun death

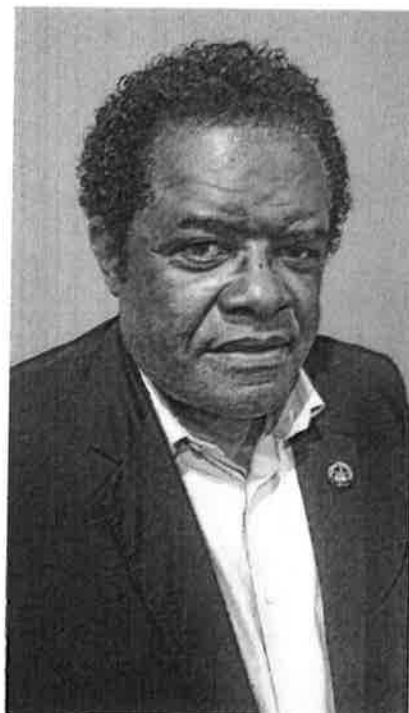
5 comments · 1 hour ago

- School board, administrators get an earful

12 comments · 11 hours ago

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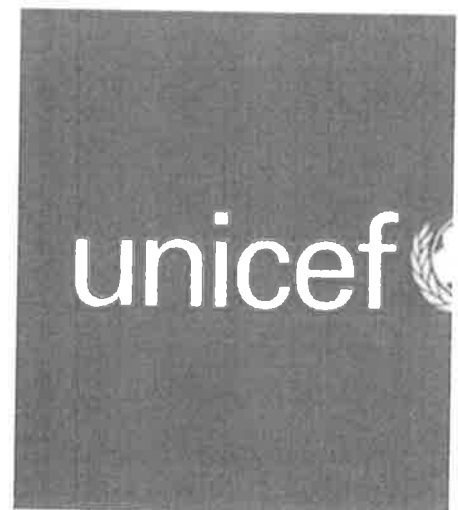
NATIONAL VIDEO



Campbell

LUMBERTON — South Robeson High school was given new life by the Board of Education for the Public Schools of Robeson County on Tuesday.

The board members voted 6-5, with new Chairman John Campbell breaking a tie, to keep the school open for at least one more year. The vote came after the board members were told by its independent auditor that the school district's finances are in "desperate" condition and hearing Superintendent Shanita Wooten's recommendation to follow through on all recommended school closures and consolidations, including closing South Robeson High School.



More videos:



ADVERTISEMENT

The vote could scramble the superintendent's plans for four schools in the southern part of the county.

When Campbell broke the tie, his vote was met with cheers from concerned parents and students who packed the room.

Opening the discussion, Wooten recommended closures and consolidations in Lumberton, Maxton and Rowland area. After looking to the heavens, Campbell made a passionate speech, saying the board needed to support equity for all students and to support their superintendent.

Other board members attempted to tell Campbell that he was not voting with the superintendent's recommendation, but he failed to hear them.

"We may need to revisit the entire plan," Wooten said.

Brenda Fairley-Ferebee, who represents South Robeson on the board, made the substitute motion to keep South Robeson open. Her motion was supported by Craig Lowry, Mike Smith, Loistine DeFreece and Linda Emanuel.

Lowry, who was assistant principal at Townsend Middle and principal at Fairgrove Middle, two schools slated for changes, said that "five to six weeks is a short time to close a high school."

"What was said last night (at the public hearing) is not what convinced me," Lowry said. "This is not about adults, it's about students."

Other members, including Randy Lawson, Dwayne Smith and Brian Freeman, argued for the superintendent's recommendation.

"Here we go again," Lawson said. "The superintendent gave us her recommendation, and I'm ready to make a motion."

"If we are going to start undoing, let's undo it all," board member Steve Martin said.

"Why are we doing this?" Smith said. "It's about money. Money. We have a \$2 million deficit."

Fairley-Ferebee directly addressed the audience at one point, saying "Don't tell me I don't know what's going on with our children."

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EDITOR'S PICKS



South Robeson to stay open, house sixth through 12 grades

July 09, 2019

LUMBERTON — South Robeson High school was given new life by the Board of Education for the Public Schools of Robeson County on Tuesday. The board members voted 6-5, with new Chairman John Campbell breaking [...]



"We're going to keep South Robeson open," she said to cheers. "When we voted three weeks ago, we said we would leave the option open for South Robeson."

R.B. Dean Elementary School in Maxton will close and consolidate with Townsend Middle. Janie C. Hargrave Elementary in Lumberton will close and consolidate with W.H. Knuckles Elementary to form a pre-K through third-grade school.

All Lumberton fourth-graders will attend Carroll Middle School, which will house fourth and fifth grades, and Lumberton Junior High School will become a sixth- to eighth-grade 8 school.

The South Robeson campus will add students from Rowland Middle School. Green Grove Elementary and Fairgrove Middle will remain unchanged.

The Board of Education also heard from Buddy McLean of S. Preston and Douglas, an accountin firm, who delivered the 2017-18 audit.

The audit was due in October, when Hurricane Florence hit.

"The situation is critical," McLean said. "Losing 2,000 students is a really, really difficult situation for any organization."

The schools have been running a deficit since May and paying bills from insurance funds received after Hurricane Matthew.

"As of June 30, 2019, you have a fund balance of \$1.4 million, less than one month of operating costs," McLean said. "This is a terrible situation to be in."

After the meeting, district Finance Director Erica Setzer said the fund balance, with monthly funding from state and federal sources, will allow the schools to pay its bills.

"You're at a desperate point," McLean said. "If you don't make reductions today, you will be in a desperate situation."

The loss of 2,000 students is equivalent to 100 classrooms, 10 teachers, five teacher assistants, four principals, 2.5 assistant principals and 20 support staff, McLean said.

"With the 50 teacher vacancies you have, it can be done," he said.

Bulldogs battle regional powers at 7-on-7

July 09, 2019

ROCKINGHAM — The St. Pauls coaching staff took an active role during the three 7-on-7 scrimmages at Richmond on Tuesday in hopes that changes now will lead to habits in the fall. For coach Mike [...]



Red Devils learning to conquer adversity at 7-on-7 with bigger schools

July 09, 2019

LAURINBURG — According to Red Springs football coach Lawrence Ches, when his team is met with adversity, that's when its at its best. Though the season isn't officially underway, the Red Devils were faced with [...]



"I'm sorry it has to be this way," McLean said. "If you can make these changes quickly, your general fund will grow again."

The Local Government Commission has signed off on the audit. There are no significant discrepancies, and the Finance Department deserves credit for a job well done, McLean said.

A presentation by Assistant Superintendent Robert Locklear on the troubled Exceptional Children's program indicated the schools got funded by the federal program, but barely

"We were notified in December 2018 that our EC program was out of compliance," Locklear said. "We've had problems since 2013, and they are very serious issues."

Staff certification, training, critical professional staff shortages and reporting issues resulted in the Department of Education threatening to withhold \$4.3 million. In the 2018-19 school year, PSRC served 3,791 children in the EC program.

The schools have fallen behind in testing and placement of EC students year after year. Progress has been made on suspensions of EC students, and two school psychologists have been hired for the new school year.

Locklear has developed a five-year plan that will repurpose 23 EC teachers as support specialists. He also will give monthly progress reports to the school board.

In other business, construction on the Red Springs High School athletic complex has hit a snag. The low bid for phase one of the project came in almost double the \$800,000 budgeted for it.

The board voted to renegotiate with the contractors and do as much work as possible with available funds. Red Springs is the only county high school without a sports complex, and some athletic contests are played off site.

The board voted unanimously for Campbell as chairman for the 2019-20 school year and Charles Bullard as vice chairman.

Will remain open through next school year

Scott Bigelow



Tribe bringing housing to Rowland

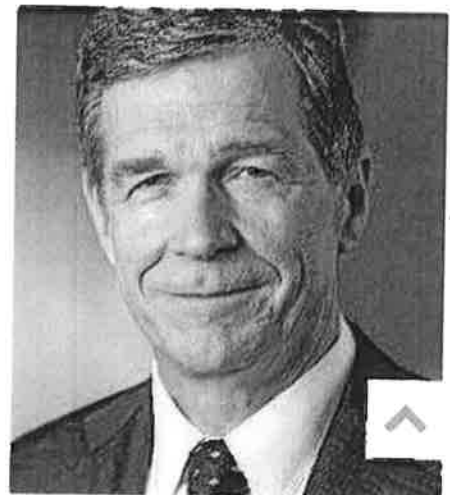
July 09, 2019

ROWLAND — The Rowland Board of Commissioners learned Tuesday that the town could see some residential growth after a 30-year dry spell. During Tuesday's regular meeting, board members were informed that the county is applying [...]

Maxton cancels July meeting

July 09, 2019

MAXTON — The Maxton Board of Commissioner's July meeting has been cancelled. The notice posted by Town Clerk Jacqueline Johnson does not say why the meeting, scheduled for Tuesday, was cancelled. The next meeting is [...]



North Carolina School Report Cards
2017-2018

School	Grade Level	Grade
Deep Branch Elementary	PreK-6	D
East Robeson Primary	PreK-3	B
Fairgrove Middle	6-8	D
Fairmont Middle	6-8	D
Green Grove Elementary*	K-3	C
Janie C. Hargrave*	K-4	D
L. Gilbert Carroll Middle	4-6	D
Littlefield Elementary	4-8	C
Long Branch	K-4	C
Lumberton Jr. High	7-8	F
Magnolia Elementary	K-8	D
Orrum Middle	5-8	D
Oxendine	PreK-6	D
Parkton Elementary	PreK-8	D
Pembroke Elementary	PreK-5	D
Piney Grove	K-6	D
Prospect	PreK-8	D
R B Dean*	PreK	D
Red Springs Middle	5-8	D
Rex-Rennert	K-5	D
Rosenwald Elementary	K-4	D
Rowland Middle*	6-8	D
Rowland Norment	K-3	C
St. Pauls Elementary	K-5	D
Southside Elementary**	K-5	F
Tanglewood Elementary	PreK-4	B
Townsend Middle	5-8	F
Union Chapel Elementary	K-6	D
Union Elementary	K-6	C
WH Knuckles	K-4	D
• West Lumberton	PreK-4	C

*To be closed

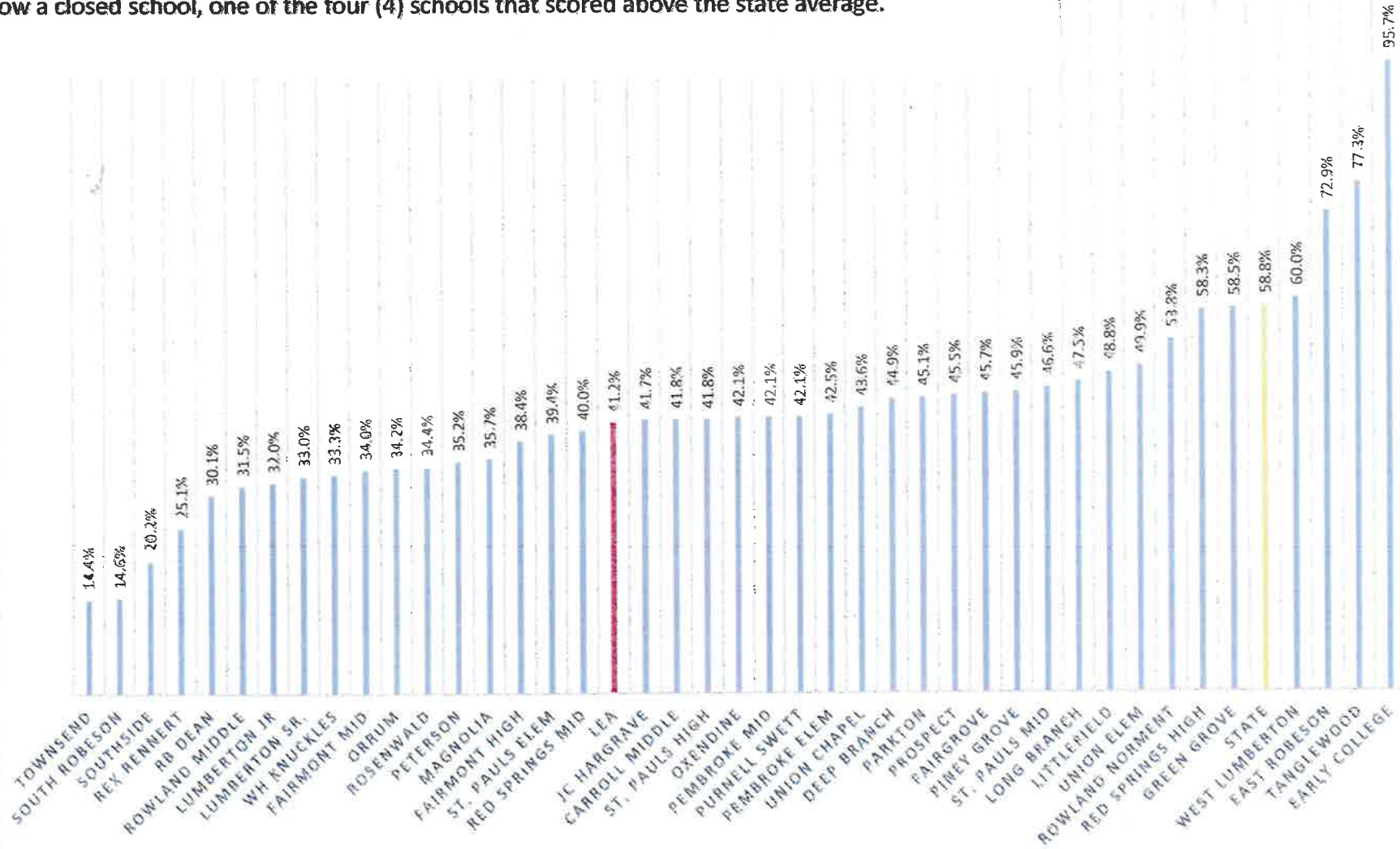
**In the Innovative School District (NC DPI)

• Closed June 14 2018 due to damage from Hurricane Matthew

Source <http://www.ncpublicschools.org/src/>

TOTAL

Schools in PSRC that fall behind NC state in state-mandated tests proficiencies. *West Lumberton is now a closed school, one of the four (4) schools that scored above the state average.



**Public Schools of Robeson County
Tribal Representation #**

Apache
Barefoot
Cherokee
Cheyenne
Chippewa
Choctaw
Coharie
Comanche
Croatan
Haliwa
Hoopa Valley
Inupiat
Iroquois
Koyuk
KWO
Lumbee
Mashpee
Meherrin
Mohawk
Navajo
Oneida
Onondaga
PeeDee
Penobscot
Seneca
Sioux
Skaroreth
Southern
Tuscarora
Umatilla
UTE
Waccamaw
Yankton
Yaqui

APPENDIX E

OMB Number: 1810-0021 Expiration Date: 02/29/2020

**U.S. Department of Education
Office of Indian Education
Washington, DC 20202
TITLE VI ED 506 INDIAN STUDENT ELIGIBILITY CERTIFICATION FORM**

Parent/Guardian: This form serves as the official record of the eligibility determination for each individual child included in the student count. You are not required to complete or submit this form. However, if you choose not to submit a form, your child cannot be counted for funding under the program. **This form should be kept on file and will not need to be completed every year.** Where applicable, the information contained in this form may be released with your prior written consent or the prior written consent of an eligible student (aged 18 or over), or if otherwise authorized by law, if doing so would be permissible under the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and any applicable state or local confidentiality requirements.

STUDENT INFORMATION

Name of the Child _____ Date of Birth _____ Grade _____
(As shown on school enrollment records)

Name of School _____

TRIBAL ENROLLMENT

Name of the individual with tribal enrollment: _____
(Individual named must be a descendent in the first or second generation)

The individual with tribal membership is the: _____ Child _____ Child's Parent _____ Child's Grandparent

Name of tribe or band for which individual above claims membership: _____

The Tribe or Band is (select only one):

- _____ Federally Recognized
- _____ State Recognized
- _____ Terminated Tribe (Documentation required. Must attach to form)
- _____ Member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994. (Documentation required. Must attach to form)

Proof of enrollment in tribe or band listed above, as defined by tribe or band is:

A. Membership or enrollment number (if readily available) _____ OR

B. Other Evidence of Membership in the tribe listed above (describe and attach) _____

Name and address of tribe or band maintaining enrollment data for the individual listed above:

Name _____ Address _____
City _____ State _____ Zip Code _____

ATTESTATION STATEMENT

I verify that the information provided above is accurate.

Name Parent/Guardian _____ Signature _____

Address _____ City _____ State _____ Zip Code _____

Email Address _____ Date _____

Public Schools of North Carolina State Board of Education Department of Public Instruction
 Report to the North Carolina General Assembly Consolidated Data Report, 2016-17
 Date Due: March 15, 2018 Report # DPI Chronological Schedule, 2017-2018

Table S2. 2016-17 Suspensions and Expulsions by LEA, Gender, and Race/Ethnicity

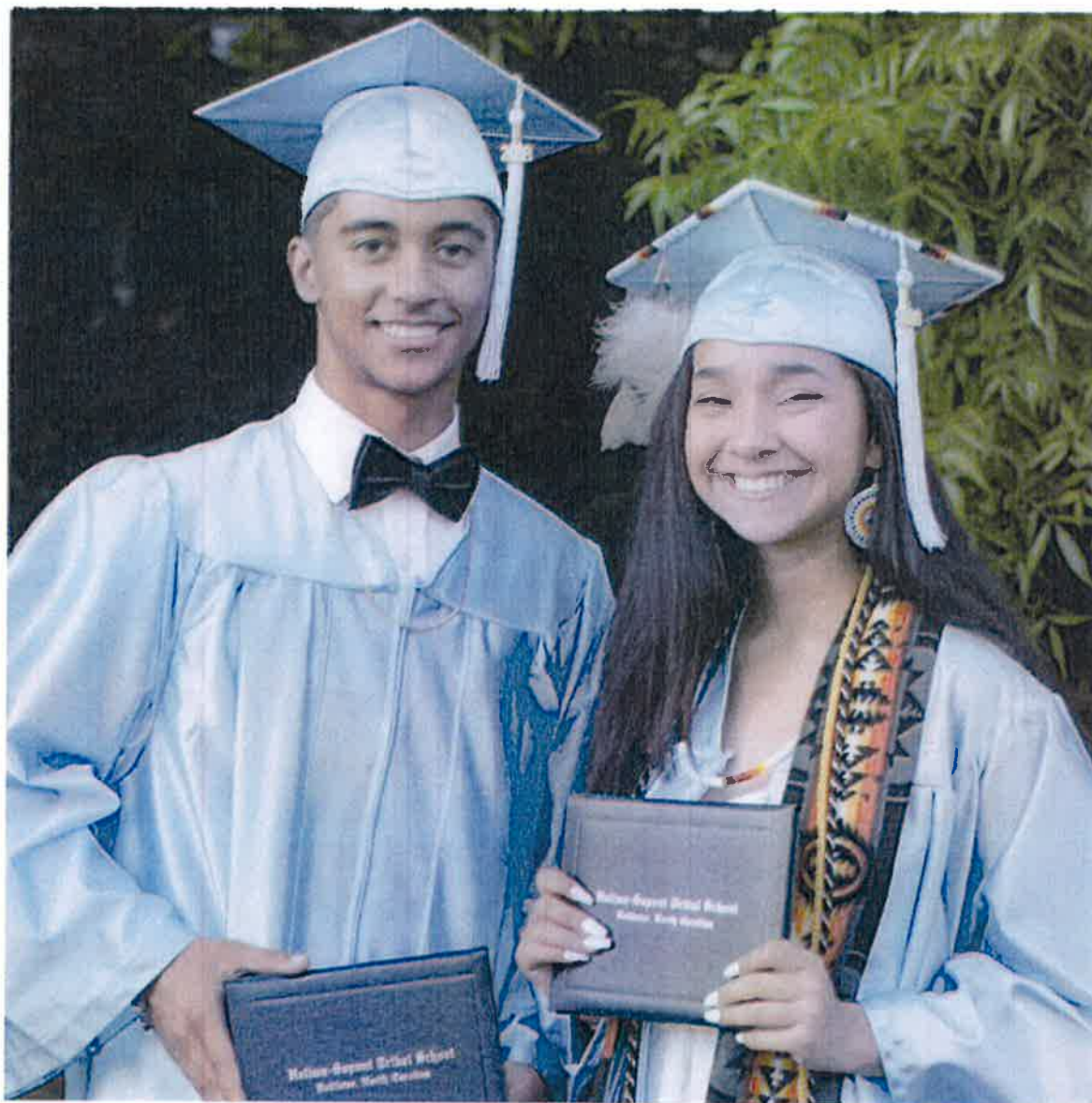
Robeson (780)	Female	American Indian	977	<10	0
	Female	Asian	<10	<10	0
	Female	Hispanic	115	<10	0
	Female	Black	862	<10	0
	Female	White	168	<10	0
	Female	Multiracial	128	<10	0
	Female	Pacific Islander	<10	<10	0
	Male	American Indian	2211	<10	0
	Male	Asian	<10	<10	0
	Male	Hispanic	411	<10	0
	Male	Black	2148	<10	0
	Male	White	513	<10	0
	Male	Multiracial	258	<10	0
	Male	Pacific Islander	<10	<10	0
	Totals		7807	9	0

2016-17 DROPOUT COUNTS AND RATES General Findings

Gender, Race, and Grade: Dropout counts and rates for most race/ethnic groups increased.
 American Indian students had an increase in dropout rate of 15.0% after decreasing in 2015-16.
 -American Indian males at 3.30,
 -American Indian females at 2.36.

Tribal Strength Through Our Culture and Educational Equity

The State of Education of American Indian Students in NC



THE STATE ADVISORY COUNCIL ON INDIAN EDUCATION: BACKGROUND AND MEMBERSHIP

The State Advisory Council on Indian Education advocates collectively on behalf of American Indian students; examines the applicability of state and national trends in Indian education; collaborates with education practitioners, including the Title VI-IEA administrators; and re-examines its mission and goals as school reform initiatives steer the direction of the public school system in North Carolina. Council membership is comprised of parents of American Indian students in K-12 public schools, K-12 American Indian educators, representatives from both houses of the North Carolina General Assembly, the University of North Carolina Board of Governors, and the North Carolina Commission of Indian Affairs.

CONNIE HARLAND
North Central Region

SABRINA ARCH
Western Region

LESA LOCKLEAR
Southeast Region

JIM DAVIS
State Senator, District 50

CHAD PIERCE
North Central Region

DR. CONNIE LOCKLEAR
Sandhills Region

DOROTHY STEWART YATES
Piedmont Triad Region

CHARLES GRAHAM
House Representative,
District 87

WILL PAUL
North Central Region

TIFFANY PEARSON
Sandhills Region

DR. TIFFANY LOCKLEAR
IHE Representative

GWENDOLYN JONES
Piedmont Triad Region

JOY RECTOR
Sandhills/South Central Region

ANGELA RICHARDSON
Northeast Region

DR. KELLI BRIGGS, SACIE Liaison

DR. OLIVIA OXENDINE, SBE Liaison

DR. SUSAN SILVER, NCDPI Liaison

STATE BOARD OF EDUCATION

SBE VISION: Every public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen through access to needed resources and rigor.

SBE MISSION: The State Board of Education will use its constitutional authority to lead and uphold the system of public education in North Carolina that guarantees every student in this state an opportunity to receive a sound basic education.

ERIC DAVIS
Chair: Charlotte -- At-Large

JILL CAMMITZ
Greenville -- Northeast Region

TODD CHASTEEN
Blowing Rock -- Northwest Region

ALAN DUNCAN
Vice Chair: Greensboro -- Piedmont-Triad Region

REGINALD KENAN
Rose Hill -- Southeast Region

WAYNE MCDEVITT
Asheville -- Western Region

DAN FOREST
Lieutenant Governor: Raleigh -- Ex Officio

AMY WHITE
Garner -- North Central Region

PATRICIA M. WILLOUGHBY
Raleigh -- At-Large

DALE FOLWELL
State Treasurer: Raleigh -- Ex Officio

OLIVIA OXENDINE
Lumberton -- Sandhills Region

J.B. BUXTON
Raleigh -- At-Large

MARK JOHNSON
Secretary to the Board: Raleigh

JAMES FORD
Charlotte -- Southwest Region

NC DEPARTMENT OF PUBLIC INSTRUCTION

Mark Johnson, State Superintendent / 301 N. Wilmington Street / Raleigh, North Carolina 27601-2825

In compliance with federal law, the NC Department of Public Instruction administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.

Inquiries or complaints regarding discrimination issues should be directed to:

Marie Pitts-Martin, Ph.D., Deputy Superintendent of District Support

6307 Mail Service Center, Raleigh, NC 27699-6307 / Phone: (919) 807-3758 / Fax: (919) 807-4065

State-level Findings

The table below compares academic performance of American Indian students to that of White students in five academic areas. Also included are data on the four-year cohort graduation and dropout rates. These outcomes are for students attending the 18 Title VI school districts and Hertford County Schools. Federal schools are not included in this report for 2017-18.

Data Comparisons	American Indian Students	White Students	Difference (Percentage Points)
EOG Reading	43.4%	70.7%	27.3
EOG Math	42.0%	68.2%	26.2
EOC Math I	42.4%	69.4%	27
EOC English II	46.6%	71.7%	25.1
EOC Biology	47.0%	71.4%	24.4
Four Year Cohort Graduation Rate	84.3%	89.5%	5.2
Dropout Rate	2.83%	1.73%	1.1

Recommendations

The North Carolina State Advisory Council on Indian Education (SACIE) recommends that the NCDPI work closely with school districts and Title VI Indian Education coordinators to implement the following recommendations:

1. Strongly encourage schools that enroll American Indian students who are underperforming academically to review and analyze data from the annual SACIE report and then develop goals, activities, resources and educational best practices that specifically address increasing the achievement of American Indian students in the improvement plans they are required to develop under G.S. § 115C-105.27.
2. Ensure every American Indian student in North Carolina public schools has access to highly qualified, excellent educators every day to ensure equitable learning opportunities and academic growth.
3. Strongly encourage all NC Department of Public Instruction staff and all NC educators, specifically those who support districts and schools with American Indian populations, to be aware of American Indian tribes in NC, their history, and their culture. These educators should also have knowledge of all available instructional resources to support the increased achievement of American Indian students. These resources include, but are not limited to, collaborating with NC American Indian tribes, organizations, or Indian education programs to receive training or consultation and/or requiring them to review the current SACIE Report and educational resources available through the *Culturally Responsive Teaching about American Indians Self-paced Module* in connection with NC Teaching Standard II.
4. Encourage all schools to become knowledgeable of and promote the teaching and celebration of American Indian cultures, languages, and histories throughout the school year, including but not limited to the celebration of American Indian Heritage Month.
5. Ensure the current annual SACIE Report, *Tribal Strength Through Our Culture and Educational Equity: The State of Education of American Indian Students in North Carolina*, is widely disseminated across school districts and shared with external stakeholders. In addition, the current report should be posted on the websites of all schools and districts that serve American Indian students.
6. When enacting Section 6.1 of the NC Consolidated Plan under the federal Every Student Succeeds Act, the state should continue to consider the academic and non-academic needs of American Indian students when developing and revising strategies in the State Education Agency (SEA) plan.

- Achievement Level 3: Students performing at this level have **sufficient command** of the knowledge and skills contained in the CCSS for ELA, CCSS for math and/or the ES for science.
- Achievement Level 4: Students performing at this level have **solid command** of the knowledge and skills contained in the CCSS for ELA, CCSS for math and/or the ES for science.
- Achievement Level 5: Students performing at this level have **superior command** of the knowledge and skills contained in the CCSS for ELA, CCSS for math and/or the ES for science.

For example, if 57 percent of American Indian students performed at Achievement Level 3 or above in a given subject, this percentage of students was “proficient” in that subject. Conversely, the 43 percent of students who performed below grade level were not proficient in the same subject.

More detailed information regarding the achievement levels for the EOG and EOC assessments may be found at <http://www.ncpublicschools.org/accountability/testing/shared/achievelevel/>.

Cohort Graduation Rate

In July 2005, all 50 states signed the National Governors Association’s Graduation Counts Compact on State High School Graduation Data. In the compact, governors agreed to take steps to implement a standard, four-year adjusted cohort graduation rate. North Carolina’s four-year cohort graduation rate reflects the percentage of ninth graders who graduated from high school four years later. The five-year cohort graduation rate, not referenced in this report, reflects the percentage of ninth graders who graduated from high school five years later. The three years of data in the figures and tables for the cohort graduation rate reflect the cohort percentage of students, by race and gender, who graduated with a regular diploma in four years or less.

Dropout Rate

North Carolina General Statute 115C-12(27) requires the compilation of an annual report of students in the state dropping out of schools. Dropouts are reported for each district and charter school in the state, and “event dropout rates” are computed. The three years of dropout data in the state and district profiles show the percentage of students in grades 9-12, by race, and by race and gender, who dropped out between 2016 and 2018.

SAT

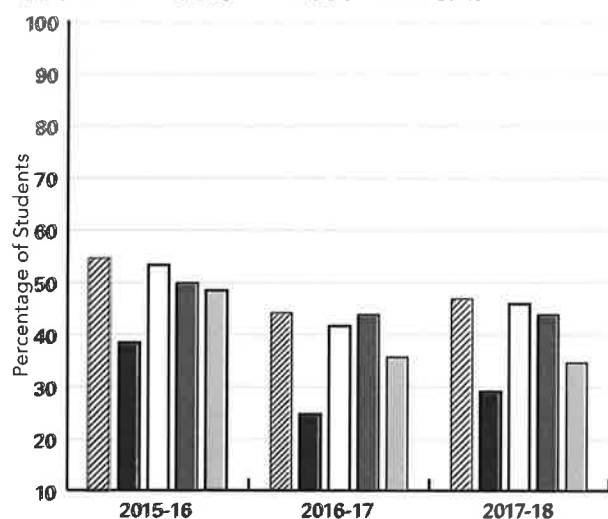
The three-year trend of SAT data and district profiles shows the participation rates and the mean total SAT scores of graduating seniors from 2015-16 to 2017-18. SAT performance is compared at the state, district and subgroup levels. (Note: As of January 2016, SAT scores were calculated differently from previous years. Thus, scores prior to 2016 are not completely comparable.)

Advanced Placement (AP)

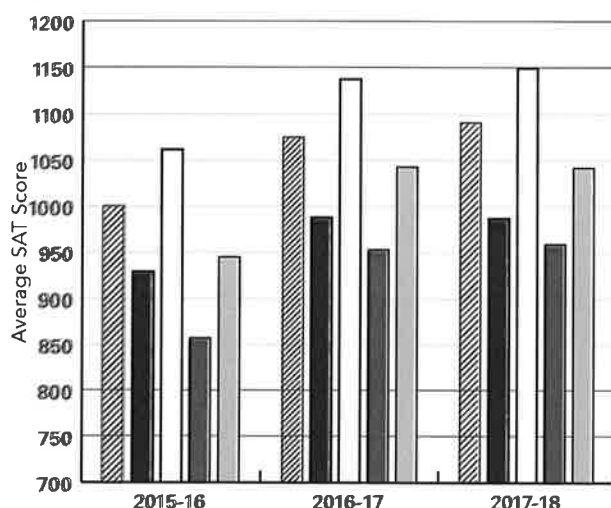
The three-year trend of AP data and district profiles shows the participation rates and the percentages of AP test-takers in grades 9-12 who scored a Level 3 or higher from 2016 to 2018. Additional details regarding these assessments, and special abbreviations and notations, may be found in the Data Notes section of Appendix I.

SAT TESTING

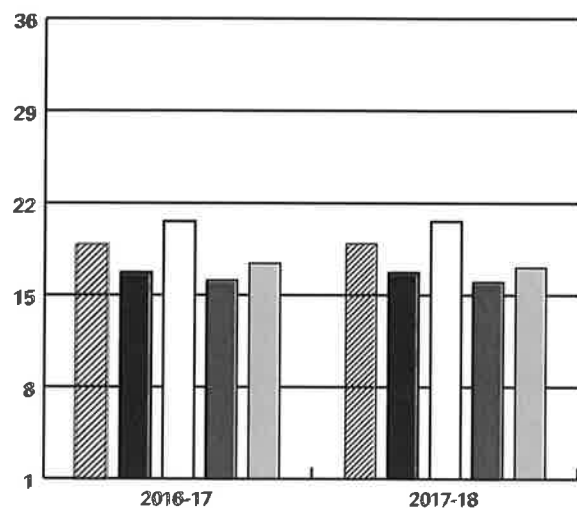
NC STUDENTS TAKING THE SAT



NC AVERAGE SAT SCORES



NC AVERAGE ACT SCORES



Year	State	American Indian	White	Black	Hispanic
Percent of NC Students Taking the SAT					
2015-16	54.5	38.3	53.1	49.7	48.3
2016-17	44.02	24.63	41.49	43.67	35.54
2017-18	46.77	29.01	45.74	43.63	34.49
NC Average SAT Scores					
2015-16	1000	928	1061	856	944
2016-17	1074	987	1137	952	1042
2017-18	1090	986	1149	958	1041

State American Indian White Black Hispanic

SAT

The SAT is an important academic indicator of student preparation for college and career opportunities. Student performance in critical reading, mathematics, and writing is considered a strong predictor of college and career readiness.

PARTICIPATION

According to 2017-18 College Board data, SAT participation increased across the state. The rate of all North Carolina public school students taking the SAT in 2017-18 (46.77%) was 2.75 percentage points above the rate of test takers in 2016-17 (44.02%). The rate of American Indians taking the SAT in 2017-18 (29.01%) was 4.38 percentage points above the participation in 2016-17. Data show that the largest gain in SAT participation from 2016-17 to 2017-18 was among American Indian students, followed by White students with a 4.25 percentage point increase.

PERFORMANCE

For those taking the SAT in 2017-18, average scores for the state increased from the previous year, however, not all student subgroup scores increased. American Indian students scored 1 point lower in 2017-18 than in 2016-17. However, the 2017-18 average score for American Indians was 986, which was 104 points below the state average (1090), 163 points lower than the score of their White peers (1149), and 55 points lower than their Hispanic peers (1041).

ACT

According to the 2017-18 ACT assessment data, American Indian students had an average score of 16.7, which is 2.2 points lower than the state average score (18.9). In relation to their peers, American Indians' average ACT score was 3.9 points lower than Whites, 0.4 points below Hispanics, and 0.6 points above their Black peers.

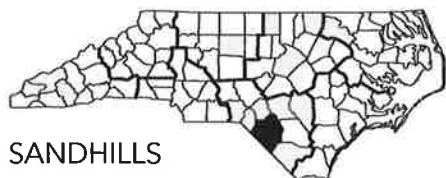
Year	State	American Indian	White	Black	Hispanic
NC Average ACT Scores					
2016-17	18.9	16.7	20.6	16.1	17.4
2017-18	18.9	16.7	20.6	16.0	17.1

State American Indian White Black Hispanic

Note: As of January 2016, SAT scores were calculated differently from previous years. Thus, 2015-16 scores are not completely comparable.

ROBESON COUNTY

DISTRICT CONTACT: DR. CONNIE LOCKLEAR
http://www.robeson.k12.nc.us

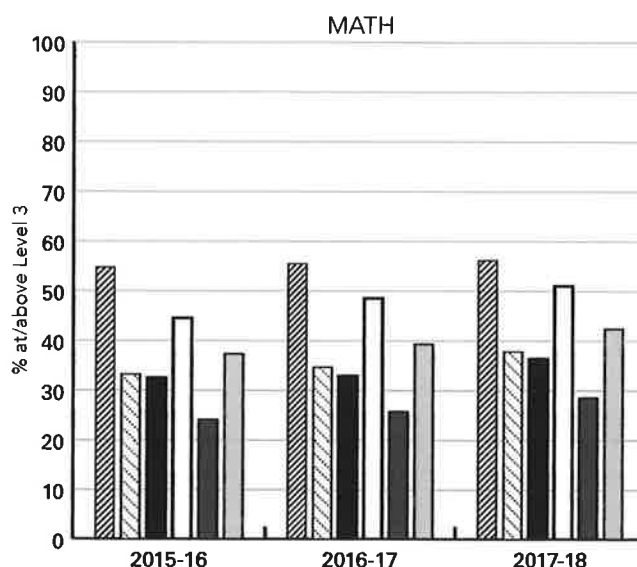
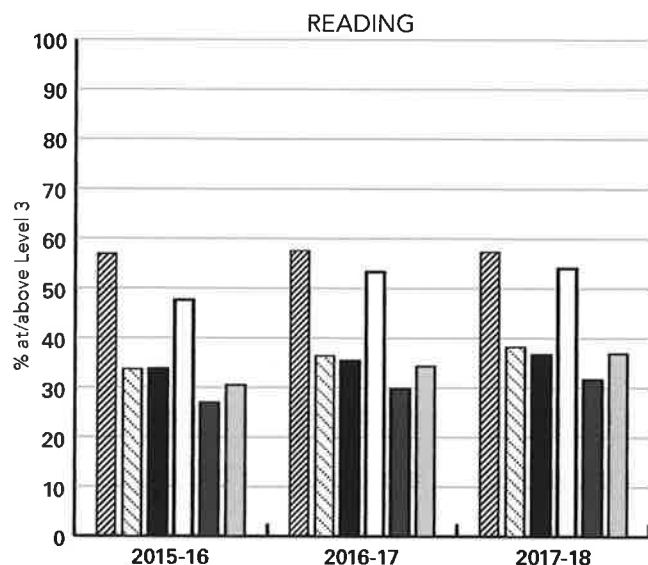


SANDHILLS

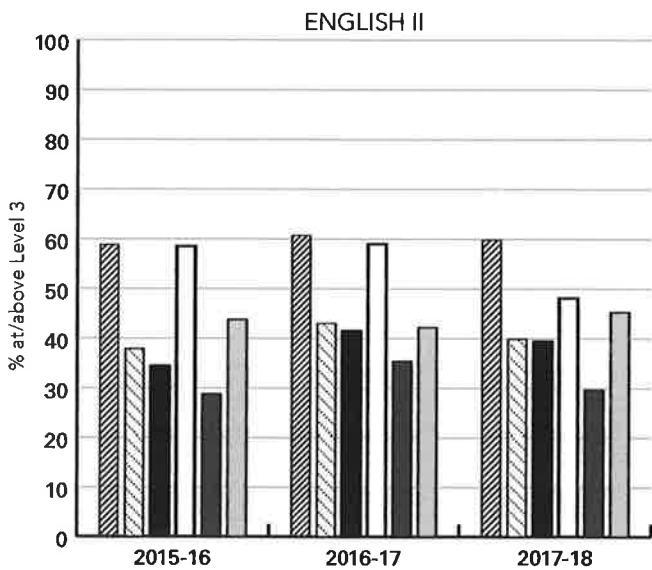
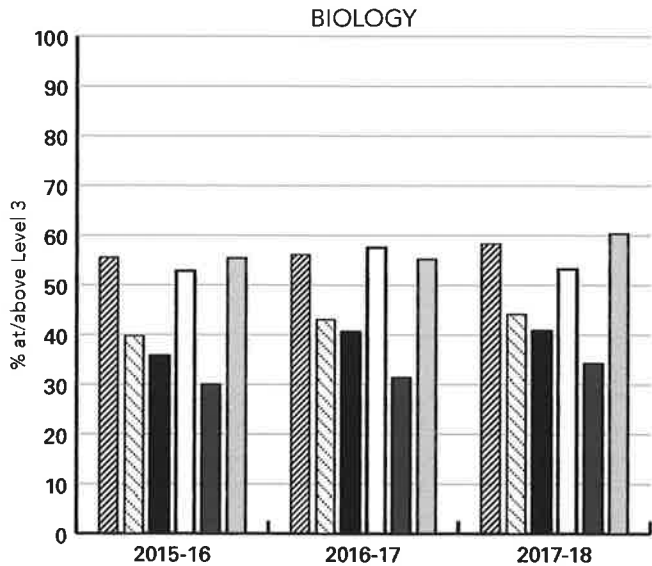
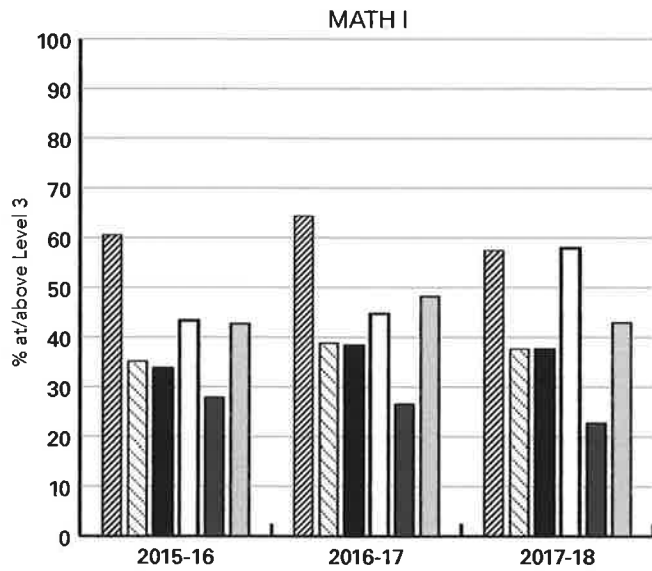
The Public Schools of Robeson County enrolled 20,593 students, including 8,706 (42.2%) who are identified as American Indians, mainly of the Lumbee Tribe in 2017-18. The district operates 41 schools. The proficiency rates of American Indian students are below the state and district rates in all tested areas. The proficiency rates of American Indian students also lagged behind their Hispanic and White peers on all EOG and EOC assessments. However, American Indian students demonstrated higher rates of proficiency than Black students in all areas. Small improvement has been made from 2016-17 to 2017-18 in EOG reading and math and EOC Biology, however, there was a decrease in proficiency rates for EOC Math I and English II. The 4-Year Cohort Graduation rate for American Indian students (86.2) was consistent with the state (86.3) and district (86.1) rate. In 2017-18, American Indian students (86.2) had a higher graduation rate than their Hispanic and White peers. The annual dropout rate for American Indian students increased significantly since 2015-2016 and is higher than the state, district, and all ethnic and racial peer rates.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2015-16	56.9	33.7	33.7	47.6	27.0	30.5
2016-17	57.5	36.4	35.4	53.3	29.7	34.3
2017-18	57.3	38.2	36.6	54.0	31.6	36.9
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2015-16	54.7	33.2	32.5	44.5	24.1	37.3
2016-17	55.4	34.6	32.9	48.5	25.7	39.3
2017-18	56.1	37.8	36.4	51.0	28.5	42.4
Math I: End-of-Course – Percent at/above Level 3						
2015-16	60.5	35.1	33.7	43.3	27.9	42.7
2016-17	64.3	38.8	38.3	44.7	26.5	48.2
2017-18	57.4	37.6	37.5	57.9	22.7	42.9
Biology: End-of-Course – Percent at/above Level 3						
2015-16	55.5	39.7	35.7	52.8	30.0	55.4
2016-17	56.1	43.0	40.6	57.5	31.4	55.2
2017-18	58.3	44.1	40.8	53.2	34.2	60.3
English II: End-of-Course – Percent at/above Level 3						
2015-16	58.8	37.9	34.4	58.5	28.8	43.8
2016-17	60.7	43.0	41.5	59.0	35.4	42.2
2017-18	59.8	39.9	39.4	48.1	29.6	45.3
4-Year Cohort Graduation Rate						
2015-16	85.9	85.9	86.0	80.6	88.8	86.5
2016-17	86.5	87.0	88.2	85.2	87.0	84.2
2017-18	86.3	86.1	86.2	85.5	89.5	80.8
Annual Dropout Rate (Grades 9-13)						
2014-15	2.39	2.22	2.60	2.52	1.58	n/a
2015-16	2.29	1.71	1.24	3.11	1.71	1.59
2016-17	2.31	2.38	2.73	1.94	2.36	1.98

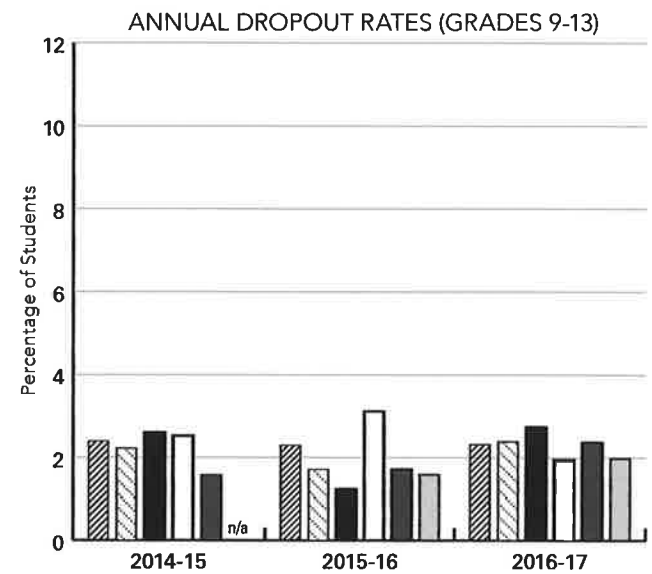
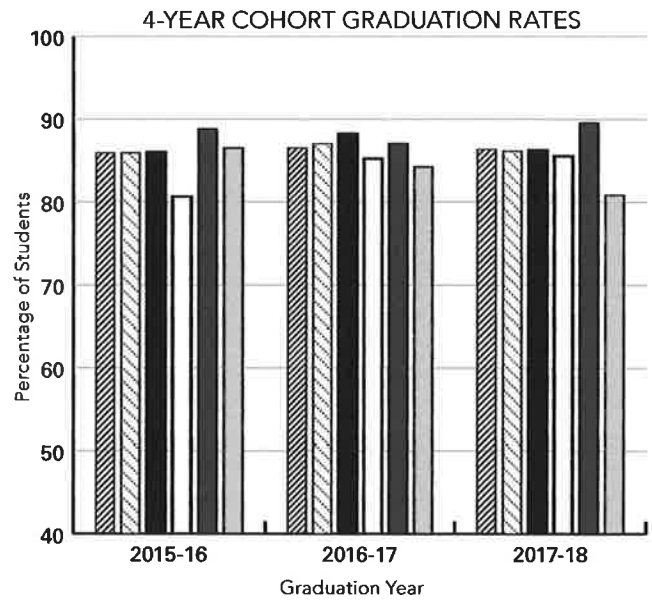
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

PART I: Executive Summary and Recommendations



This is the annual report of the State Advisory Council on Indian Education to the State Board of Education. As legislatively mandated, via this report, the Council is presenting a summary of American Indian student performance outcomes in specified areas and recommendations to improve academic achievement.

Legislative Requirement

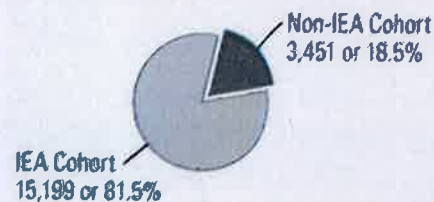
In 1988, the State Board of Education (SBE) adopted an Indian Education policy to identify Indian Education issues in grades K-12. In that same year, the North Carolina General Assembly enacted Article 13A (NCGS § 115C-210 et seq.) that established the State Advisory Council on Indian Education (SACIE) to advocate on behalf of American Indian students in North Carolina. In 2015, the NC General Assembly enacted SECTION 1. of NCGS § 115C-210.1) to modify the membership composition of the State Advisory Council on Indian Education. The 15-member SACIE board consists of five parents of American Indian students enrolled in K-12 public schools, including charter schools, and five American Indian K-12 public school educators. One of these members shall be a Title VI director or coordinator, to be appointed by the State Board of Education, members of the North Carolina Senate and House of Representatives, members from the UNC Board of Governors, and the North Carolina Commission of Indian Affairs (NCCIA).

The law (NCGS § 115C-201.4) requires the Council to submit to the SBE an annual report of performance outcomes and related recommendations about the achievement of American Indian students in grades K-12. Each finding in this report compares American Indian student performance with three peer groups: 1) White, 2) Black, and 3) Hispanic, except in the state-level findings where the highest performing subgroup and American Indians are compared. It is important to note that a rating of "proficiency" means that students are performing "at or above" grade level. Conversely, "non-proficient" means that student performance falls below grade level. Teachers, principals, and parents are advised to consider all performance percentages.

Public School Enrollment Data

As of the 2017-18 academic year, the total enrollment of American Indians/Alaskan Native (AI/AN) students in North Carolina's public schools was 18,650 (NC Department of Public Instruction, 2018). Of this number, 15,199 students were enrolled in 18 school districts that receive funding through the Title VI Indian Education Act (IEA) of 1972 (see Appendices A, B, C and D). One district, Hertford County, is not a Title VI grantee but does enroll Indian students of the Meherrin Tribe. This report provides performance data of all students self-identified as American Indian/Alaskan Native to include those served by Title VI programs. Enrollment data is based on the final Average Daily Membership (ADM) reported by the LEA for the 2017-18 school year.

FIGURE 1: Percentage of North Carolina American Indian Students Enrolled in the IEA Cohort vs. the Non-IEA Cohort



Source: Division of Financial and Business Services, NC Department of Public Instruction, 2018

State-level Findings

The table below compares academic performance of American Indian students to that of White students in five academic areas. Also included are data on the four-year cohort graduation and dropout rates. These outcomes are for students attending the 18 Title VI school districts and Hertford County Schools. Federal schools are not included in this report for 2017-18.

Data Comparisons	American Indian Students	White Students	Difference (Percentage Points)
EOG Reading	43.4%	70.7%	27.3
EOG Math	42.0%	68.2%	26.2
EOC Math I	42.4%	69.4%	27
EOC English II	46.6%	71.7%	25.1
EOC Biology	47.0%	71.4%	24.4
Four Year Cohort Graduation Rate	84.3%	89.5%	5.2
Dropout Rate	2.83%	1.73%	1.1

Recommendations

The North Carolina State Advisory Council on Indian Education (SACIE) recommends that the NCDPI work closely with school districts and Title VI Indian Education coordinators to implement the following recommendations:

1. Strongly encourage schools that enroll American Indian students who are underperforming academically to review and analyze data from the annual SACIE report and then develop goals, activities, resources and educational best practices that specifically address increasing the achievement of American Indian students in the improvement plans they are required to develop under G.S. § 115C-105.27.
2. Ensure every American Indian student in North Carolina public schools has access to highly qualified, excellent educators every day to ensure equitable learning opportunities and academic growth.
3. Strongly encourage all NC Department of Public Instruction staff and all NC educators, specifically those who support districts and schools with American Indian populations, to be aware of American Indian tribes in NC, their history, and their culture. These educators should also have knowledge of all available instructional resources to support the increased achievement of American Indian students. These resources include, but are not limited to, collaborating with NC American Indian tribes, organizations, or Indian education programs to receive training or consultation and/or requiring them to review the current SACIE Report and educational resources available through the *Culturally Responsive Teaching about American Indians Self-paced Module* in connection with NC Teaching Standard II.
4. Encourage all schools to become knowledgeable of and promote the teaching and celebration of American Indian cultures, languages, and histories throughout the school year, including but not limited to the celebration of American Indian Heritage Month.
5. Ensure the current annual SACIE Report, *Tribal Strength Through Our Culture and Educational Equity: The State of Education of American Indian Students in North Carolina*, is widely disseminated across school districts and shared with external stakeholders. In addition, the current report should be posted on the websites of all schools and districts that serve American Indian students.
6. When enacting Section 6.1 of the NC Consolidated Plan under the federal Every Student Succeeds Act, the state should continue to consider the academic and non-academic needs of American Indian students when developing and revising strategies in the State Education Agency (SEA) plan.

APPENDIX A

THE ELEMENTARY AND SECONDARY EDUCATION ACT Title VI – INDIAN, NATIVE HAWAIIAN, AND ALASKA NATIVE EDUCATION

PART A – INDIAN EDUCATION

SEC. 7101. STATEMENT OF POLICY

It is the policy of the United States to fulfill the Federal Government's unique and continuing trust relationship with and responsibility to the Indian people for the education of Indian children. The Federal Government will continue to work with local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities toward the goal of ensuring that programs that serve Indian children are of the highest quality and provide for not only the basic elementary and secondary educational needs, but also the unique educational and culturally related academic needs of these children.

SEC. 7102. PURPOSE.

(a) **PURPOSE:** It is the purpose of this part to support the efforts of local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students, so that such students can meet the same challenging State student academic achievement standards as all other students are expected to meet.

(b) **PROGRAMS:** This part carries out the purpose described subsection by authorizing programs of direct assistance for:

- (1) meeting the unique educational and culturally related academic needs of American Indians and Alaska Natives;
- (2) the education of Indian children and adults;
- (3) the training of Indian persons as educators and counselors, in other professions serving Indian people; and
- (4) research, evaluation, data collection, and technical assistance.

Source: US Department of Education-Office of Indian Education

Average SAT Scores by District

Year	State	District	American Indian	White	Black	Hispanic
Charlotte/Mecklenburg						
2015-16	1000	1001	985	1128	885	956
2016-17	1074	1066	1037	1191	962	1054
2017-18	1090	1097	1032	1211	978	1039
Clinton City						
2015-16	1000	912	*	1034	804	842
2016-17	1074	1015	n/a	1132	939	967
2017-18	1090	1030	*	1129	902	1000
Columbus						
2015-16	1000	872	872	924	790	*
2016-17	1074	989	981	1048	923	924
2017-18	1090	991	*	1024	908	*
Cumberland						
2015-16	1000	951	944	1035	875	955
2016-17	1074	1031	907	1118	958	1051
2017-18	1090	1024	971	1108	954	1033
Graham						
2015-16	1000	949	*	943	n/a	n/a
2016-17	1074	1049	n/a	1039	n/a	*
2017-18	1090	1038	*	1083	n/a	n/a
Guilford						
2015-16	1000	982	1007	1087	858	933
2016-17	1074	1056	1068	1152	954	1049
2017-18	1090	1078	1022	1175	958	1026
Halifax						
2015-16	1000	792	*	*	786	*
2016-17	1074	903	n/a	*	903	*
2017-18	1090	854	n/a	*	849	*
Haliwa-Saponi Tribal School						
2015-16	1000	*	*	n/a	n/a	n/a
2016-17	1074	*	*	n/a	*	n/a
2017-18	1090	*	*	n/a	n/a	n/a
Hertford						
2015-16	1000	780	n/a	*	771	*
2016-17	1074	878	*	916	886	*
2017-18	1090	908	*	1031	884	*
Hoke						
2015-16	1000	928	*	1007	852	935
2016-17	1074	941	*	1076	912	861
2017-18	1090	978	*	1080	927	970
Jackson						
2015-16	1000	1048	*	1067	*	*
2016-17	1074	1108	*	1135	*	*
2017-18	1090	1158	*	1165	n/a	*
Johnston						
2015-16	1000	1013	*	1043	908	954
2016-17	1074	1080	*	1115	982	1043
2017-18	1090	1089	*	1120	978	1036

Note: As of January 2016, SAT scores were calculated differently from previous years. Thus, 2015-16 scores are not completely comparable.

Year	State	District	American Indian	White	Black	Hispanic
Person						
2015-16	1000	936	*	1012	851	*
2016-17	1074	1008	n/a	1045	957	*
2017-18	1090	1024	*	1112	923	994
Richmond						
2015-16	1000	910	*	983	837	*
2016-17	1074	979	n/a	1085	899	*
2017-18	1090	1027	*	1102	915	*
Robeson						
2015-16	1000	861	874	924	775	874
2016-17	1074	968	962	1037	914	971
2017-18	1090	943	933	1035	885	982
Scotland						
2015-16	1000	877	844	997	806	*
2016-17	1074	955	936	1055	910	*
2017-18	1090	972	907	1059	918	1002
Swain						
2015-16	1000	977	*	984	n/a	*
2016-17	1074	1058	*	1076	n/a	*
2017-18	1090	1128	*	1149	n/a	n/a
Wake						
2015-16	1000	1066	996	1108	911	1011
2016-17	1074	1130	1048	1182	993	1074
2017-18	1090	1150	1112	1190	1001	1093
Warren						
2015-16	1000	860	825	986	841	*
2016-17	1074	905	*	*	895	*
2017-18	1090	968	*	1045	931	*

* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

SAT Performance by District

The SAT performance for American Indian students cannot be analyzed and reported because in 13 of the 19 districts the American Indian student population taking the SAT in 2017-18 was too small. Of those school districts that did have sufficient data regarding American Indian student performance on the SAT, the data shows that American Indian students scored higher than their Black peers in five school districts and they scored higher than Hispanic peers in one school district. American Indian students' average SAT score (1112) in Wake County was higher than the state average (1090); however, their average score was lower than the district (1150).

Students Taking the SAT by District (Percent of Students)

Year	State	District	American Indian	White	Black	Hispanic
Charlotte/Mecklenburg						
2015-16	55.0	53.6	33.3	52.8	46.1	40.0
2016-17	44.0	49.6	32.6	42.5	49.7	47.9
2017-18	46.8	52.6	37.1	65.7	46.1	37.6
Clinton City						
2015-16	55.0	65.1	*	83.1	58.3	68.3
2016-17	44.0	65.5	n/a	63.2	71.2	68.6
2017-18	46.8	66.7	*	70.1	50.0	42.3
Columbus						
2015-16	55.0	42.8	63.2	39.1	33.8	*
2016-17	44.0	40.2	40.0	36.3	38.2	38.5
2017-18	46.8	45.5	*	49.0	37.4	*
Cumberland						
2015-16	55.0	40.2	32.4	38.9	32.5	46.4
2016-17	44.0	38.3	24.5	31.8	35.2	37.8
2017-18	46.8	41.4	30.6	35.3	38.6	38.7
Graham						
2015-16	55.0	37.9	*	38.1	n/a	n/a
2016-17	44.0	33.0	n/a	33.8	n/a	*
2017-18	46.8	27.8	*	23.2	n/a	n/a
Guilford						
2015-16	55.0	64.1	38.2	66.3	56.2	57.9
2016-17	44.0	57.2	48.3	56.8	54.9	48.9
2017-18	46.8	59.8	46.4	64.4	50.6	46.8
Halifax						
2015-16	55.0	33.7	*	*	36.4	*
2016-17	44.0	36.7	n/a	*	40.0	*
2017-18	46.8	46.2	n/a	*	51.1	*
Haliwa-Saponi Tribal School						
2015-16	55.0	*	*	n/a	n/a	n/a
2016-17	44.0	*	*	n/a	*	n/a
2017-18	46.8	*	*	n/a	n/a	n/a
Hertford						
2015-16	55.0	65.5	n/a	*	59.9	*
2016-17	44.0	73.9	*	40.7	65.8	*
2017-18	46.8	72.8	*	61.3	66.3	*
Hoke						
2015-16	55.0	21.8	*	19.7	21.1	19.2
2016-17	44.0	23.3	*	16.0	26.9	17.9
2017-18	46.8	23.8	*	20.7	26.4	13.5
Jackson						
2015-16	55.0	20.6	*	19.9	*	*
2016-17	44.0	11.5	*	10.9	*	*
2017-18	46.8	16.5	*	18.1	n/a	*
Johnston						
2015-16	55.0	39.3	*	41.6	31.8	25.3
2016-17	44.0	31.1	*	32.1	29.9	17.8
2017-18	46.8	34.9	*	36.7	34.4	23.0

Note: As of January 2016, SAT scores were calculated differently from previous years. Thus, 2015-16 scores are not completely comparable.

Year	State	District	American Indian	White	Black	Hispanic
Person						
2015-16	55.0	40.6	*	33.6	41.1	*
2016-17	44.0	33.6	n/a	28.7	30.9	*
2017-18	46.8	48.1	*	40.7	45.7	55.2
Richmond						
2015-16	55.0	20.4	*	21.0	17.3	*
2016-17	44.0	15.4	*	14.6	15.2	*
2017-18	46.8	16.1	*	19.3	13.0	*
Robeson						
2015-16	55.0	27.7	25.1	34.9	27.3	22.9
2016-17	44.0	24.3	19.4	28.8	26.4	19.0
2017-18	46.8	27.4	22.1	27.4	31.2	19.5
Scotland						
2015-16	55.0	59.6	52.9	48.0	67.1	*
2016-17	44.0	42.4	27.8	31.8	42.9	*
2017-18	46.8	45.8	33.8	35.8	46.0	58.8
Swain						
2015-16	55.0	42.5	*	40.5	n/a	*
2016-17	44.0	25.4	*	22.6	n/a	*
2017-18	46.8	25.2	*	30.0	n/a	n/a
Wake						
2015-16	55.0	62.0	66.7	67.6	45.0	39.9
2016-17	44.0	54.9	40.0	57.7	45.1	34.3
2017-18	46.8	63.5	38.2	67.4	49.9	38.8
Warren						
2015-16	55.0	62.0	60.0	48.5	64.8	*
2016-17	44.0	54.9	*	*	64.8	*
2017-18	46.8	59.7	*	57.1	54.5	*

* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

Students Taking the SAT by District

In 2017-18, the SAT participation rate among American Indian students was lower than the state average participation rate in all reporting school districts. Sufficient data was not supplied for all district's American Indian student population due to their participation being too small. American Indian students participated in the SAT at lower rates than their White, Black, and Hispanic peers in most reporting school districts; however, they participated in the SAT at higher rates than their Hispanic peers in Public Schools of Robeson County.

Average ACT Scores by District

Year	State	District	American Indian	White	Black	Hispanic
Charlotte/Mecklenburg						
2016-17	18.9	19.2	18.0	23.9	16.6	17.8
2017-18	18.9	18.9	18.5	23.3	16.1	16.7
Clinton City						
2016-17	18.9	17.9	n/a	21.6	16.3	16.3
2017-18	18.9	17.7	*	21.4	15.6	16.2
Columbus						
2016-17	18.9	16.8	17.1	17.7	15.9	15.4
2017-18	18.9	16.0	15.4	17.0	14.7	15.7
Cumberland						
2016-17	18.9	18.0	16.3	20.6	16.3	18.0
2017-18	18.9	17.9	16.5	19.8	16.3	17.8
Graham						
2016-17	18.9	18.8	*	18.8	n/a	*
2017-18	18.9	17.8	*	18.3	n/a	*
Guilford						
2016-17	18.9	18.9	16.8	21.8	16.5	17.9
2017-18	18.9	19.1	16.9	22.3	16.6	17.4
Halifax						
2016-17	18.9	14.6	*	*	14.6	*
2017-18	18.9	14.4	*	*	14.2	15.2
Haliwa-Saponi Tribal School						
2016-17	18.9	16.8	16.5	n/a	*	n/a
2017-18	18.9	*	*	*	*	*
Hertford						
2016-17	18.9	15.1	n/a	17.4	14.6	14.8
2017-18	18.9	15.7	*	18.1	15.2	15.3
Hoke						
2016-17	18.9	16.8	15.7	19.2	15.9	16.3
2017-18	18.9	16.7	15.6	19.3	15.3	16.7
Jackson						
2016-17	18.9	18.3	18.5	18.6	*	16.9
2017-18	18.9	19.3	*	19.7	*	16.3
Johnston						
2016-17	18.9	18.9	*	20.1	16.7	17.3
2017-18	18.9	18.7	16.5	19.9	16.2	17.1

ACT Performance by District

In 2017-18, 12 of the 19 school districts reported average ACT scores for American Indian students. Out of the 12, one school district, Warren County, reported American Indian students' average performance score at 20.0, which is above the state, district, and their Black, Hispanic, and White peer groups' ACT average scores. The data also shows that American Indian students scored higher than their Black peers in ten school districts and they scored higher than Hispanic peers in four school districts.

Person						
2016-17	18.9	17.6	*	17.8	15.2	16.3
2017-18	18.9	17.5	*	19.1	15.6	17.3
Richmond						
2016-17	18.9	16.7	15.9	18.1	15.4	16.6
2017-18	18.9	17.1	17.1	19.0	15.1	17.0
Robeson						
2016-17	18.9	16.4	16.5	18.4	15.0	16.5
2017-18	18.9	16.2	16.3	17.9	15.3	16.5
Scotland						
2016-17	18.9	16.8	16.6	18.9	16.1	17.6
2017-18	18.9	16.6	15.4	18.9	15.5	16.9
Swain						
2016-17	18.9	18.8	16.9	18.7	n/a	*
2017-18	18.9	19.0	16.9	19.7	n/a	*
Wake						
2016-17	18.9	20.5	19.8	22.9	16.6	17.5
2017-18	18.9	20.5	17.6	22.8	16.5	17.5
Warren						
2016-17	18.9	16.1	17.4	18.0	15.2	*
2017-18	18.9	16.8	20.0	18.1	15.8	17.7

NOTE: Haliwa-Saponi had 9 total ACT test takers. None of them indicated Ethnicity.

* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

APPENDIX B

LEGISLATIVE HISTORY OF THE INDIAN EDUCATION ACT OF 1972

Date	Event
1969	Release of the seminal study, <i>Indian Education: A National Tragedy, A National Challenge</i> . This study drew national attention to the educational disparities that had resulted from many years of failed policies at the highest levels of government.
1972	Congress enacts the Indian Education Act (IEA) and establishes the Office of Indian Education and the National Advisory Council on Indian Education.
1974	Public Law 93-380 amends the Act to add teacher training and a fellowship program.
1988	Public Law 100-97: Congress extends eligibility to Bureau of Indian (BIA) schools.
1994	Public Law 103-382: Congress reauthorizes Indian Education as Title IX Part A of the Elementary and Secondary School Act.
2001	Public Law 107-110: Congress reauthorizes Title VI Part A of the No Child Left Behind Act. Formula grants are to be based on challenging state academic content, and standardized tests are the tools for improving the quality of teaching and learning.
2015	Public Law 114-95: Congress reauthorizes the Elementary and Secondary Education Act (ESEA) of 1965, now cited as the Every Student Succeeds Act (ESSA). As part of this reauthorization Indian Education now falls under Title VI.

Source: US Department of Education-Office of Indian Education

APPENDIX F

AMERICAN INDIAN TRIBES IN NORTH CAROLINA

Tribe	SBE District and School District (of Tribal Presence)	Recognition Status	Tribal Enrollment Population (est.)
Coharie	Sandhills ; Sampson, Clinton City	State	2,000
Eastern Band of Cherokee	Western ; Jackson, Swain, Graham	Federal	13,400
Haliwa-Saponi	Northeast and North Central ; Halifax, Roanoke Rapids, Weldon City, Warren	State	3,800
Lumbee	Sandhills ; Robeson, Hoke, Scotland, Cumberland, Richmond	State	58,000
Meherrin	Northeast ; Hertford, Bertie, Gates, Northampton	State	800
Ocoee-Savoy Band of Saponi Nation	Piedmont Triad and North Central ; Alamance, Orange	State	850
Saponi	North Central ; Person	State	850
Waccamaw-Siouan	Sandhills ; Columbus, Bladen	State	2,400

Source: The North Carolina Commission of Indian Affairs using 2010 Census Report

URBAN INDIAN ORGANIZATIONS IN NORTH CAROLINA

Organization	SBE District
Cumberland County Association For Indian People	Sandhills
Gulford Native American Association	Piedmont Triad
Metrolina Native American Association	Southwest
Triangle Native American Society	North Central

Source: The North Carolina Commission of Indian Affairs

JOHN LOCKE UPDATE / RESEARCH BRIEF

Who Will Save the Public Schools of Robeson County?

by Dr. Terry Stoops

posted on June 6, 2019 in Education, Education (PreK-12)



It is not difficult to understand why the editors of *Business North Carolina* and *The Robesonian* have asked the state to assist the Public Schools of Robeson County. The school board and superintendent are at an impasse over how to address a \$2 million budget deficit. School enrollment is plummeting, leading to underenrolled schools and declining revenue streams. Only around four in 10 students are proficient in reading and math, and local businesses justifiably worry that the schools will not supply high school graduates with satisfactory skills and knowledge to be successful in the workplace. And a community hoping for transformational changes to its system of public schools is once again disappointed and looking for answers.

I believe that state intervention may begin to iron out some of the differences between stakeholders. Moreover, they may provide a fresh perspective and new ideas. But proponents of this approach should temper their expectations of what state intervention can and will achieve. State education leaders have been disinclined to intervene in the affairs of duly elected school board members and those employed by the board. They see their role as limited to providing support, guidance, and services to struggling schools and school districts.

Why are state education leaders unwilling to take a more assertive role in school district affairs?

First, they understand the statutory limitations placed on the State Board of Education and the Department of Public Instruction. State law specifies that “boards of education shall have general control and supervision of all matters pertaining to the public schools in their respective administrative units and they shall enforce the school law in their respective units.” Additionally, any power or duty not expressly assigned to another entity is the responsibility of the school board. Conceptually, at least, lawmakers have favored local control in matters of management.

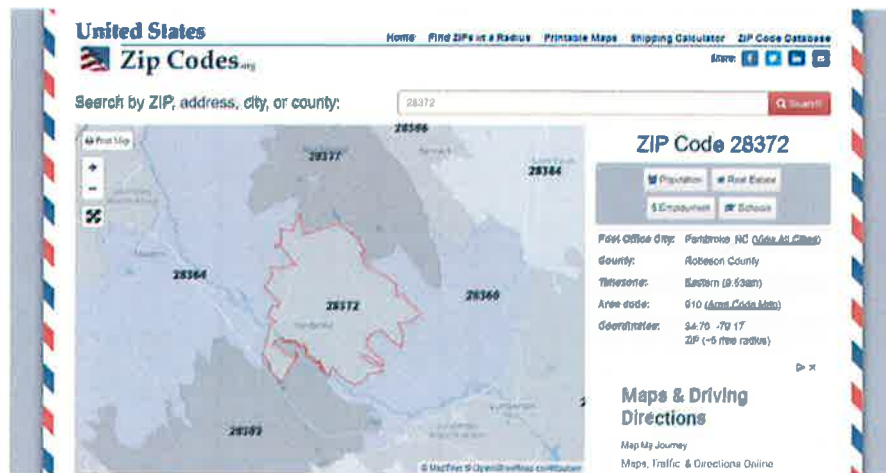
In addition to state law, there are practical considerations. State education leaders understand that resistance to outsiders invariably surfaces when “Raleigh” (usually a dismissive term when uttered by educators) is asked to help. Indeed, it is a natural impulse for established residents to question the ability of outsiders to address the specific needs of local communities. After all, outsiders may lack sufficient knowledge of the historical, institutional, and political circumstances that created the problems that they were sent to solve.

Consider the skepticism over the state’s Innovative School District plan to restructure Southside-Ashpole Elementary School in Robeson County. Few open arms were waiting for then-Innovative School District Superintendent Eric Hall and his ISD colleagues. It took months for Dr. Hall to convince elected officials and parents in the county to support the plan, primarily due to his willingness to address the concerns of its residents through extensive community engagement. That was a contentious debate about changes to one school. Imagine the uproar that would occur if the state tried to implement a plan to consolidate or restructure all of the schools in the district.

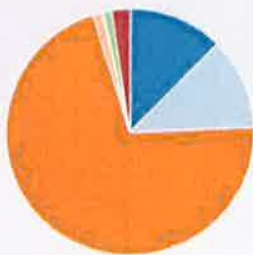
That is not to say that the State Board of Education is incapable of addressing local mischief. If more than half the schools in a school district are low-performing or an assistance team recommends removal of a sitting superintendent, state law allows the State Board of Education to appoint an interim superintendent. Additionally, state education leaders have the authority to “suspend any of the powers and duties of the local board of education that the State Board considers are necessary or appropriate to improve student performance.” To my knowledge, the State Board had never resorted to such extreme measures, even when there were legitimate concerns about the competence of those in key leadership roles.

There is no silver bullet that will produce immediate and sustained improvements in academic achievement. Rather, the process of implementing systematic school district reforms requires enthusiastic leaders who create a culture of high academic and behavioral expectations for students and empower outstanding teachers, administrators, and staff. It requires an extraordinary level of trust, courage, and patience. Most importantly, it requires cooperation and humility. I believe that the residents and leaders of Robeson County are up to the task.

Old Main STREAM Academy Demographics



Race



White	1,824	12.3%
Black Or African American	1,777	12.0%
American Indian Or Alaskan Native	10,460	70.8%
Asian	193	1.3%
Native Hawaiian & Other Pacific Islander	8	0.1%
Other Race	160	1.1%
Two Or More Races	361	2.4%

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School board writes some more headlines at Tuesday meeting

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a recent **evaluation** of her performance by the board was unfair. Regardless of the merit of Freeman's assertion, inviting Wooten to sue advances nothing — at least in a positive direction.

— Board member John Campbell backpedaled on his support for Terry Smith, a former school board member and the most vocal critic of merger three decades ago, for a position on the Robeson Community College board of trustees. Campbell said that "geographic diversity" was important on that board, and it was top-heavy with Lumberton residents. Fair enough, but it seems to us that a bit of research in advance of nominating and then approving Smith was in order.

— Board member Steve Martin accused the board of not following its own policies, referring specifically to the board dialing up Charles Bullard for the decisive sixth vote when it elected to renew the contract of 27 administrators, ranging from principals to supervisors, rejecting Wooten's recommendation. We know when a phone call was needed to secure a sixth vote to support Wooten's recommendation that a high-profile administrator who had committed serial acts of public insubordination was needed, no phone call was made. What's funny — actually not — is no one believes this board is constrained by its own policies. It does as the majority pleases.

All of this dysfunctionality was front and center for at least two representatives of the state Board of Education who now know, if they didn't already, the scope of the challenge. And it all came during a board meeting in which there was a call for unity, a figurative chorus of "Kumbaya."

But there was good news. The school board has scheduled a meeting for Tuesday during which it has committed to looking at Wooten's path for getting out of this mess, presumably the same plan it refused to consider a couple of weeks ago, or at least something similar.

We don't know the details of the plan, except that it apparently scuttles LAP, closes four schools, and reconfigures grades in other schools, and we don't know if it is viable or would push the system far in the right direction if implemented. We do know that Wooten was hired to perform a job, and she is paid a lot of money, and it makes no sense for the board to refuse to consider her thoughts.

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EDITOR'S PICKS



Reed: Jones shows promise to be Week 1 starter for Giants

June 16, 2019

NEW YORK — Head coaches across the National Football League continue to give ringing endorsements for former North Carolina college studs and standouts this week. The latest talked about publicly is former Duke University quarterback [...]

Erbi makes B honor roll

June 15, 2019

BELL BUCKLE, Tenn. — Richard Ebri, a Lumberton resident,

So next week the opportunity exists for the board to join hands, work with the superintendent it selected on choosing a best way forward, and to demonstrate to all of this county and to the state representatives that it is indeed capable of jettisoning all the personal acrimony long enough to actually find common ground.

We are quite certain that will be the advice of the state Board of Elections officials, to work together. Good advice, when ignored, becomes no more than slightly warmed air.



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earned the B honor roll status for the fourth quarter of the 2018-19 school year at The Webb School in Bell Buckle, Tennessee. Ebri is a [...]

Karis graduates Central Carolina

June 15, 2019

SANFORD — Isabell Karis, a Robeson County resident, recently graduated from Central Carolina Community College in Sanford. She was among 550 graduates at the college's 56th commencement exercise, which was held on May 13 at [...]



Seven students earn Farm Bureau scholarships

June 15, 2019

LUMBERTON — Seven students from Robeson County were awarded scholarships from the Robeson County Farm Bureau. They are: Rachel O'Neil, Lumberton Senior High School; Imani Patterson, Red Springs

1.0 Percent Participation Justification Form 2017-18

The *Every Student Succeeds Act (ESSA)* requires each district and charter school to complete and submit a justification when it anticipates exceeding 1.0 percent of students assessed in a subject area with the NCEXTEND1 alternate assessment. Justifications from each district and charter school will be reviewed by the North Carolina Department of Public Instruction (NCDPI), and follow up actions will be determined based on the information found in the justification document. Staff from the Exceptional Children and Accountability Divisions in each district and charter school should collaborate to provide the following information on the justification document. Responses to numbers 1-4 are required; it is optional to include additional information (see page 3). This justification document will be publicly posted. As such, the document **must not contain any personally identifiable information**. If necessary, additional pages may be attached to this form.

1. Enter contact information for the primary district/charter school staff member responsible for overseeing the completion of the justification form.

LEA Code: 780 District Name: Public Schools of Robeson County
Contact Name: Karen Jacobs Contact Title: EC Director
Contact Phone Number: 910-671-6000 ext. 3363
Contact Email: Karen.jacobs@robeson.k12.nc.us

2. Enter a description of how the district/charter school will assure that Individualized Education Program (IEP) teams are adhering to the eligibility criteria as outlined in the *Testing Students with Disabilities* publication when determining student eligibility for participation in the alternate assessment.

- The Public Schools of Robeson County Exceptional Children's Department is currently developing a training calendar for the 2018-2019 school year which will ensure that Individual Education Program teams are adhering to eligibility criteria as outlined in the *Testing Students with Disabilities* publication by providing training in the following areas:
 - How to understand and interpret testing results
 - Eligibility criteria for alternate assessments
 - Engaging Learners to promote greater academic outcomes/success
 - Specially designed instruction at a glance- district training will focus on modifying the curriculum, interventions, and implementation of the curriculum. This training will assist teachers with understanding what to consider prior to deeming a student eligible for Extend 1 testing.
- The EC department will develop a checklist, which will be developed based upon eligibility criteria as outlined in Appendix D of the *Testing Students with Disabilities Manual*. The IEP team will utilize the checklist tool as a guide for determining whether a student needs to be assessed using an alternate standard assessment.

- Due to the high teacher turnover rate and large number of non-certified (lateral entry) personnel, there will be strong emphasis on adequately training EC faculty regarding EC procedures and policies.
- The EC department has a team of individuals drafting a new and updated policy and procedures manual which will be shared with all EC staff over the 2018-2019 school year.
- The Public Schools of Robeson County currently has plan to attract, hire, and retain additional school psychologists to better provide EC teams assistance with interpreting test data during eligibility meetings.

3. Enter a description of how any disproportionality among race, gender, or socioeconomic status groups is defined and plans for how that disproportionality will be addressed.

1. Description of how any disproportionality among race, gender, or socioeconomic status groups is defined:

- The Public Schools of Robeson County was found to be disproportionate with regard to administration of Extend 1 testing, specifically with males (2-4 times more likely than females to be assessed on the Extend 1 test).
- Data also indicated that black students in the 3rd and 10th grades (reading, math) were found to be the largest disproportionate group by racial comparison
- Data also indicated that Native American students in the 8th and 11th grades (science) were found to be the largest disproportionate group by racial comparison

2. Plans for how disproportionality will be addressed:

- The Public School Schools of Robeson county will strategically address issues pertaining to disproportionality. Great effort will be placed on training to ensure that EC teachers are adhering to guidelines for providing students with alternate assessments.
- The district will continue to conduct internal audits by evaluating and analyzing data trends which will provide invaluable insight regarding students who participate in the alternate assessment process. As noncompliance is found, appropriate steps will be taken to ensure that issues are corrected while stakeholders (including parents) will be invited to participate in the corrective action process.
- As previously stated in #2 of this report, a checklist will be developed to ensure that eligibility standards for alternate assessments are met with fidelity.

4. Enter additional justification of variables not covered but deemed essential to understanding why the district/charter school has a higher rate of alternate assessment participation.

Robeson County is designated as a Tier 1 county, which takes in to account the average unemployment rate and median household income, among other factors. A Tier 1 county indicates a distressed area. As with many school districts in a rural areas, we are working to overcome lack of parental engagement in his/her child's education, a high concentration of drug and alcohol abuse, poverty, and an increase in crime.

Signatures

Superintendent/Charter School Director

Shanda W. Wooten Date 5/4/18

Exceptional Children Director

Karen Jacobs Date 5/4/18

LEA/Charter Test Coordinator

[Signature] Date 5/4/18

The completed justification form must be signed by the superintendent/charter school director, exceptional children's director, and testing coordinator. The form must be scanned and emailed to alternateassessment@dpi.nc.gov by **May 4, 2018**.

The NCDPI will notify districts/charter schools in writing if further information is needed and will include next steps. For questions, please contact your Exceptional Children Director or Regional Accountability Coordinator.

Note: See page 3 for additional information that can be included but is not required.

Appendix A: Evidence of Parent Community Support

Old Main STREAM Academy



Judy Sampson
Pembroke Chamber of Commerce, Executive Director
202 Main St.
Pembroke, NC 28372
Judypacc@gmail.com

July 26, 2019

To whom it may concern:

I am writing to express support for Old Main STREAM Academy on behalf of the Pembroke Area Chamber of Commerce Foundation. Our organization advocates for American Indian communities and American Indian education. I believe that Old Main STREAM Academy will be an asset to the Robeson County community. Old Main STREAM Academy will provide an educational choice to families, one with rigorous, innovative academics and core values of “growing Indigenous practitioners that demonstrate preparedness, persistence, self-determination, commitment, and vision for the good of the People”. High standards and teaching a STREAM curriculum, will prepare students for success in college and career, and create contributing, connected practitioners. We are particularly interested to become supporters of Red Pedagogy as relevant instruction for American Indian students.

The mission of the Foundation is to cultivate organizational leadership while dedicating service and education. Thus, the initiative of Old Main STREAM presents opportunity. The initiative of Old Main STREAM fulfills several of the recommendations from SACIE members, and could potentially become an educational model for highly populated American Indian communities and schools.

The Pembroke Area Chamber of Commerce Foundation is confident that Old Main STREAM Academy leaders are thoughtfully and methodically developing a school plan. With decades of excellence in school leadership alongside STREAM disciplines and the North Carolina Standards Course of Study, I am confident this will be a good match and will work well to provide an exceptional educational choice to American Indian students in the district. Further,

this initiative will bring forth engagement opportunities for the Pembroke Area Chamber of Commerce Foundation. We hope to include service projects and mentorships that could be mutually beneficial to broaden opportunities, as well as resources that come available through our office that will assist Old Main STREAM just as all other public school entities.

Again, we support the approval of Old Main STREAM Academy to serve students in the Robeson County district. There is much value in the mission and approach of Old Main STREAM Academy and we are excited to partner in this initiative.

Sincerely,

Judy Sampson, Executive Director



**North Carolina
Department of Administration
Commission of Indian Affairs**

Machelle Sanders
Secretary

Gregory A. Richardson
Executive Director

July 29, 2019

TO WHOM IT MAY CONCERN:

I am writing to express support for Old Main STREAM Academy on behalf of the NC Commission of Indian Affairs. The NC Commission of Indian Affairs has the legislative responsibility to advocate for American Indian communities, Indian education, economic Development throughout the state of North Carolina. We have been contacted and asked to support the development of Old Main STREAM Academy, a Charter School, in Robeson County North Carolina and we are happy to do so.

We believe that Old Main STREAM Academy will provide an educational option and choice for American Indian and non-Indian families in Robeson County, one with rigorous, innovative academics and core values of "growing Indigenous practitioners, that demonstrate preparedness, persistence, self-determination, commitment, and vision for the good of the People". High standards and teaching a STREAM curriculum, will prepare students for successful academic achievement in college and throughout their career. It is our understanding that the Academy will apply Red Pedagogy as relevant instruction for American Indian and non-Indian students.

The State Advisory Council on Indian Education (SACIE), 2019 Annual Report on Indian Education in its State Level Findings demonstrate that American Indian students are underperforming academically and recommends that educational best practices for American Indian students must improve! The academic performance of American Indian students to that of White students in the areas of Reading, Math, Math I, English II, and Biology are significantly lower (ref. p. 7). The initiative of Old Main STREAM fulfills several of the recommendations from this report and could become an educational model for highly populated American Indian communities and schools in the State of North Carolina.

We are confident that Old Main STREAM Academy leaders are thoughtfully and methodically developing an innovative school plan. The Academy's leadership team has decades of excellence in school leadership alongside disciplines and the North Carolina Standards Courses of Study. Therefore, I am confident that this experience will be a good match for the Academy and will work well to provide an exceptional educational choice to American Indian students in Robeson County. Further, this initiative will bring forth engagement opportunities for the North Carolina Commission of Indian Affairs, to include service projects and mentorships that will mutually benefit the school and county.

Again, we encourage the North Carolina Board of Education to approve the of Old Main STREAM Academy Charter School application, as there is much value in the mission and approach of Old Main STREAM Academy, and we are excited to collaborate and partner with this initiative.

Sincerely,

Gregory Richardson



Board of Directors

Mr. Horace Hunt
Chairman

Mr. Lemark Harris
Vice Chairman

Mr. Earl Cummings
Treasurer/Secretary

Dr. Woodrow Dial
Ms. Peggy F. Hunt
Mr. Larry Jacobs
Mr. Bobby D.
Locklear
Mr. Burlie Locklear

James A. Hardin
Executive Director

Head Start Office
(916) 522-2128

WIOA Office
(910) 521-2122

July 25, 2019

To Whom It May Concern:

I am writing to express support for Old Main STREAM Academy on behalf of Lumbee Regional Development Association. Our organization provides educational and employment and training services, and advocates for the needs of those less fortunate in our service area. LRDA operates three large Head Start Centers and one Early Start program in Robeson County. I believe that Old Main STREAM Academy will be an asset to the Robeson County community. Old Main STREAM Academy will provide an educational choice to families, one with rigorous, innovative academics and core values of "growing Indigenous practitioners that demonstrate preparedness, persistence, self-determination, commitment, and vision for the good of the People.

The State Advisory Council on Indian Education (SACIE), 2019 Indian Report State Level Findings demonstrate that American Indian students are underperforming academically and recommends that educational best practices for American Indian students must improve. Thus, the initiative of Old Main STREAM presents opportunities. The initiative of Old Main STREAM fulfills several of the recommendations from SACIE members, and could potentially become an educational model for highly populated American Indian communities and schools.

Again, we support the approval of Old Main STREAM Academy to serve students in the Robeson County. There is much value in the mission and approach of Old Main STREAM Academy and we await opportunity to partner in this initiative.

Sincerely,


James Hardin
Executive Director

Lumbee Regional Development Association, Inc.

636 Prospect Road

Post Office Box 68

Pembroke, NC 28372

Phone: 910. 521.8602 Fax: 910. 521.8625

www.lumbee.org

July 22, 2019

To whom it may concern:

I am writing to express my support for Old Main STREAM Academy. I am the Department Chair for the Department of Kinesiology, and I believe that Old Main STREAM Academy will be an asset to the greater university enterprise. Old Main STREAM Academy will provide an educational choice to families, one with rigorous, innovative academics and core values of "growing Indigenous practitioners that demonstrate preparedness, persistence, self-determination, commitment, and vision for the good of the People". High standards combined with an arts integrated approach to teaching a STREAM curriculum will prepare students for success in college and career, and create contributing, connected practitioners.

I am confident that Old Main STREAM Academy leaders are thoughtfully and methodically developing a school plan. With decades of excellence in school leadership alongside the inclusion of STREAM education, the North Carolina Standards Course of Study, I am confident this will be a good match and will work well to provide an exceptional educational choice to students in the district. Further, this initiative will bring forth engagement opportunities for Old Main STREAM students and the University of North Carolina at Pembroke faculty, staff, students, and academic resources that could be mutually beneficial.

I support the approval of Old Main STREAM Academy to serve students in the Robeson County district. I value the mission and approach of Old Main STREAM Academy and I would be pleased to see a school of choice in the community.

Sincerely,



Bryan K. Winters, Ed.D.
Chair



AMERICAN
INDIAN CENTER

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
AMERICAN INDIAN CENTER

aic@unc.edu

☎ 919-843-4189 | ☎ 919-843-4024

Campus Box 3457

205 Wilson Street | Chapel Hill, NC 27516

americanindiancenter.unc.edu

June 27, 2019

Old Main STREAM Academy
P.O. Box 1084
Pembroke, NC 28372

To whom it may concern:

I am writing to express my support for Old Main STREAM Academy. My name is Dr. Larry Chavis (Lumbee), and I serve as the Director of the American Indian Center at the University of North Carolina at Chapel Hill. I believe that Old Main STREAM Academy will be an asset to the Robeson County community and will promote young American Indian leaders to explore career opportunities within the STEM fields and to create lasting impacts within the community for years to come. Our Center is an active partner within Robeson County working with Lumbee youth and the Lumbee Tribe on health and wellness initiatives through the Healthy Native North Carolinians Network. Through this partnership we have seen transformation in the minds and vision of self-determination of tribal youth to engage in environmental learning, cultural preservation efforts and leadership development. We see this project as continuing the momentum of this critical work and expanding it to curricula and different layers of community life and family.

Old Main STREAM Academy will provide an educational choice to families, one with rigorous, innovative academics and core values of "growing Indigenous practitioners that demonstrate preparedness, persistence, self-determination, commitment, and vision for the good of the People". High standards combined with an arts integrated approach to teaching a STREAM curriculum will prepare students for success in college and career, and create contributing, connected practitioners.

I am confident that Old Main STREAM Academy leaders are thoughtfully and methodically developing a school plan. With decades of excellence in school leadership alongside the inclusion of STREAM education, the North Carolina Standards Course of Study, I am confident this will be a good match and will work well to provide an exceptional educational choice to students in the district. Further, this initiative will bring forth engagement opportunities for Old Main STREAM students and the University of North Carolina at Pembroke faculty, staff, students, and academic resources that could be mutually beneficial.

The American Indian Center at UNC Chapel Hill is in full support of Old Main STREAM Academy to serve students in the Robeson County district. We value the mission and approach of Old Main STREAM Academy and we would be pleased to see a school of choice in the community.

Sincerely,

Dr. Larry W. Chavis
Director, American Indian Center
Clinical Associate Professor of Strategy and Entrepreneurship
UNC Kenan-Flagler Business School
The University of North Carolina at Chapel Hill

ONE UNIVERSITY DRIVE
P.O. BOX 1510
PEMBROKE, NC 28372-1510

UNIVERSITY of NORTH CAROLINA
PEMBROKE

DEPARTMENT OF BIOLOGY

(910) 521 - 6245

Conner Iknokwayyo Sandefur
Assistant Professor, Department of Biology
1 University Drive, Pembroke, NC 28372
conner.sandefur@uncp.edu

07/13/2019

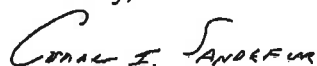
To whom it may concern:

I am writing to express my support for Old Main STREAM Academy. I am a resident of Robeson County school district, and I believe that Old Main STREAM Academy will be an asset to the Robeson County community. Old Main STREAM Academy will provide an educational choice to families, one with rigorous, innovative academics and core values of "growing Indigenous practitioners that demonstrate preparedness, persistence, self-determination, commitment, and vision for the good of the People." High standards combined with an arts integrated approach to teaching a STREAM curriculum will prepare students for success in college and career, and create contributing, connected practitioners.

I am confident that Old Main STREAM Academy leaders are thoughtfully and methodically developing a school plan. With decades of excellence in school leadership alongside the inclusion of STREAM education, the North Carolina Standards Course of Study, I am confident this will be a good match and will work well to provide an exceptional educational choice to students in the district. Further, this initiative will bring forth engagement opportunities for Old Main STREAM students and the University of North Carolina at Pembroke faculty, staff, students, and academic resources that could be mutually beneficial.

I support the approval of Old Main STREAM Academy to serve students in the Robeson County district. I value the mission and approach of Old Main STREAM Academy and I would be pleased to see a school of choice in the community.

Sincerely,



Conner I Sandefur (Chickasaw Nation citizen)

Tiffany M. Locklear, Ed.D.
Assistant Professor
UNC Pembroke
Pembroke, NC 28372

July 23, 2019

Dear Dr. Locklear,

It is without reservation that I write this letter of support for Old Main STREAM Academy. As a resident of Robeson County, I believe that Old Main STREAM Academy will be an asset to the Robeson County community. Old Main STREAM Academy will provide an important educational choice to families, one that will provide both rigorous, innovative academics and core values of "growing Indigenous practitioners that demonstrate preparedness, persistence, self-determination, commitment, and vision for the good of the People". High standards, combined with an arts integrated approach to teaching, will allow the STREAM curriculum to prepare students for success in college and career while at the same time creating strong, contributing, connected practitioners.

I am confident that the leaders of Old Main STREAM Academy have thoughtfully and carefully developed a school implementation plan. With decades of excellence in school leadership, alongside the inclusion of STREAM education and the North Carolina Standard Course of Study, I am confident this will be a good match that will work well to provide an exceptional educational choice to students in the regional public school district. Further, this initiative will bring forth educational opportunities for Old Main STREAM students as well as the University of North Carolina at Pembroke faculty, staff, students, and other academic units that will be mutually beneficial for all.

I support the approval of the Old Main STREAM Academy to serve students in Robeson County. I value the mission and curricular approach of the Old Main STREAM Academy and would be pleased to see this school of choice established in the Robeson County community.

Sincerely,



Zoe W. Locklear, Ph.D.
Interim Dean



June 30, 2019

To whom it may concern:

I write to offer a letter of support for the Old Main Stream Academy, an aspiring charter school which hopes to serve students in the Robeson County area. I recently met with and corresponded with several leaders and I am convinced they are thoughtfully and methodically developing a school plan.

In reviewing various Old Main Stream Academy documents, I find the mission statement to be noteworthy, particularly the sentiment of "growing indigenous leader practitioners that demonstrate preparedness, persistence, self-determination, commitment, and vision for the good of the people." As the home of the Lumbee Tribe and inclusive of other tribal identities, Robeson County has a unique opportunity to craft a modern resilient economy capable of continuing the slow but steady progress of migration from a tobacco and textile economy to a 21st century vision indicative of the value of information, service, and science-enriched industries. As Dean of the College of Arts and Sciences, I fully understand the need to prepare students for bachelors, masters, and doctoral success. This starts long before students matriculate on our campus. The leaders of Old Main Stream Academy value the importance of "high achievement," a necessary ingredient to prepare students for a transformative future.

Going further, I am impressed with the stated commitment of Old Main Stream to rely on research-proven practices and methods in order to provide the best experience possible for their students. While I have not reviewed detailed curriculum plans, I am confident that engagement opportunities for Old Main Stream students and University of North Carolina at Pembroke faculty, staff, students, and academic resources could be mutually beneficial.

Sincerely,

Jeff Frederick, Ph.D.
Dean, College of Arts and Sciences
The University of North Carolina at Pembroke

07/14/2019

To Whom It May Concern:

I am writing in support of the organization and development of the Old Main STREAM Charter School.

The impact of past state and federal educational policies have negatively effected Native American students in Robeson County, North Carolina, and the United States. Present day Native American instructors have communicated shock at and disappointments at the modern day inability of the government to satisfy its educational commitment in providing a high quality education to Native American students. These instructors commented that there was a lack of regular communication between the tribal, state, and local governments, an absence of local control over curriculum and budgets, a scarcity of culturally valid tests, a deficiency of funding to carry out federal/state mandates, and a lack of culturally competent teachers to instruct their students. These tribal representatives of also testified that failing schools, excessive unemployment, substance abuse, high suicide rates, and rampant crime in Native American population centers and are all signs of the identical illness—focused poverty. (Duncan, 2011)

As a reaction to these failing schools and lack of control how the public schools supported their indigenous students, several Native American tribes in North Carolina and Virginia created their own schools and systems to educate their children beginning in the 19th and 20th centuries.

During the 1830s, when the United States enforced policies to remove all Indians living east of the Mississippi River, and the federal government basically ignored most of the relatively landless and powerless small tribes settled in the coastal regions of North Carolina and Virginia. Most of these Indian groups and individuals east of the Mississippi River were racially misclassified as "mulatto" or "free persons of color." (Native American Heritage Project, 2013).

In an interview with Dr. Marty Richardson, Haliwa-Saponi tribal member, (Dr. Marty Richardson, personal communication, November 1, 2016), he states that even after the Indians of North Carolina lost their status as citizens, these peoples continued to hold their tribal meetings in secret in places such as tobacco pack houses because of threats waged against them for calling themselves Indian.

These Native American "free people of color" were refranchised and had their rights restored in the 1870's. Several tribal schools began in North Carolina in the late 19th and early 20th centuries (Haliwa-Saponi, 2013). What was significant about these schools is that these schools were started by tribal members for their children. The Waccamaw-Siouan Indian tribe founded the Doe-Head School in 1885. Later the Doe-Head school became known as the Wide-Awake School. The first headmaster of the Wide-Awake school was Welton Lowry, a Lumbee Indian minister of the gospel. The Coharie tribe built New Bethel School in the Herring township, 1916 (About NC Native Communities, 2016). The Catawba tribe built the Catawba Indian School near present day York, SC in 1896 (Blumer, 2004). The Goinstown Indian School in Stokes County was also opened in the early 20th century. The Native Americans of Robeson County also operated their own school system until the mid-20th century.

However, these North Carolina tribal schools and school systems were forced to close because of the unanimous opinion, the Supreme Court in *Brown vs. Board of Education*, overturning *Plessy vs. Ferguson*, that stated separate schools were unequal. In 1955, the Supreme Court ordered the lower federal courts to require desegregation with all haste (Antonly, 2004). In this instance, this judicial ruling to promote racial equality was detrimental to the efforts of North Carolina Native Americans to organize and provide a high quality and culturally responsive education for their children.

The North Carolina tribal schools were different than earlier colonial schools and the boarding schools because they were opened and organized by members of the tribe. In 1999, when funds became available from the state Department of Public Instruction (DPI), the Haliwa-Saponi tribe established a charter school in the same building as the earlier tribal school (Haliwa-Saponi Indian School, 2007). Earl Evans (UNCP graduate) and other tribal members voiced the concern that Haliwa-Saponi students appeared to exhibit lower achievement and were less likely to graduate high school, than their European-American

counterparts (Mrs. Senora Lynch, personal communication, November 21, 2016). Leaders of the Haliwa-Saponi community also saw the need for a culturally responsive school for their children, and found that starting a charter school was the best option because the tribe was not federally recognized and had limited funding as a state recognized people. The Haliwa-Saponi Tribal Charter School has expanded in space and enrollment over time, and by 2007 the school served grades K-12 (Haliwa-Saponi Indian School, 2007). One of the main goals of the Haliwa-Saponi tribal school was to develop a curriculum that would incorporate American Indian culture and technology (Haliwa-Saponi Indian School, 2007).

Similarly, the Lumbee tribe of North Carolina proposes opening the Old Main STREAM Charter School. The Lumbee tribe is not federally recognized and has limited funding due to their state recognition status. The Old Main STREAM Charter School program will serve a two fold purpose which will be to promote culturally based education and to place emphasis on STREAM (Science, Technology, Reading, Engineering, Arts, and Math) related fields/curriculum studies.

First, as evidenced in the Kana'iaupuni, S., B. Ledward, and U. Jensen. Culture-Based Education and Its Relationship to Student Outcomes research study, it was found that students of teachers using culture-based educational strategies report greater cultural affiliation, civic engagement, and school motivation than do students from non-culturally based programs. For example, the survey data show that students of teachers using CBE (Culturally Based Education) are more likely to have strong community ties as exemplified by working to protect the local environment and attending public meetings about community affairs. These students are also more likely to put cultural skills to use in their communities and report higher levels of trusting relationships with teachers and staff, underscoring a deeper sense of belonging at school.

Second, the purpose of the STEM (STREAM) Education and Leadership program in North Carolina is to prepare 21st Century K-12 STEM (STREAM) educators and leaders to teach and disseminate new integrated approaches, to discover how STEM teaching and learning benefits students, and for our North Carolina students to become career and college ready. A model school program for NSDPI STEM attributes STEM finds that "a culture of inquiry and creativity exists between and among the STEM (STREAM) school/program students, teachers, and administrators and emphasizes the inclusion of all students in the culture."

In many cases, children who come from socioeconomically disadvantaged situations, are unable to participate in many STEM/STREAM programs because the lack of funds and travel accessibility. Myers and Berkowicz (2015) concluded "the gap created by poverty...remains as a challenge for those children throughout their educational career" (p. 39). Bybee (2013) explained how the California Linked Learning: Pathways to College and Career Success is an example how technology can help differentiate instruction, level the academic playing field, and "connect core subjects of Math and Science to experiences in professional and technical fields..." (p. 76).

In the past, many Lumbee individuals have used education as a path to escape poverty. More than 70 percent of children in Robeson County were reported as living below the poverty line in 2016, and it has been estimated that 80% of jobs will be STEAM/STREAM related by the year 2026. By the end of 2019, over 2.4 million STEM jobs were projected to go unfilled. STEM (Science, Technology, Engineering, and Math) or STREAM (Science, Technology, Engineering, Arts, and Math) curriculum assists students to prepare for the 21st century workforce.

Dr. Alan Greenspan (as cited by Bybee, 2013) found that "21st century workforce skills aligned with scientific inquiry and engineering design" (p. 37), and are important skills for future adult employees. However, traditional education only emphasizes a teacher-centered delivery of instruction. In this mode of instruction, students are merely passive receivers of information. There is a lack of needed emphasis for students to be active problem solvers and critical thinkers. 21st century skills also involve student collaboration, discussion, and project based learning. Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information will important skills for the 21st century workforce to possess.

Another key reason for the establishment of the Old Main STREAM Charter School, is that the Robeson County school system lags behind in most education metrics and fails to meet the educational needs of many of its students. In Robeson County, 12.6 percent of the population possessed a bachelor's degree or higher, less than half of the state average rate of 29 percent (Robesonian 2016). Even with this low educational ranking, many members of the Native American population of Robeson County have always placed a great value on education. This is exemplified by the Robeson County Native American community opening the first Native American college in 1888 which is now known as UNCP.

Old Main at UNCP is a significant cultural symbol for the Native American population of Robeson County. It signifies the importance that many Native Americans of Robeson County place on education. The Old Main STREAM Charter School will continue the vision of founders of UNCP by providing a high quality, 21st century job ready, culturally relevant, and innovative educational opportunity for Native American students in Robeson County and the surrounding areas. Thank you for your support of this important initiative.

Sincerely,

Arvis Boughman

Letter of Support for Old Main STREAM Academy

James F. Smiling
Lecturer, University of NC-Pembroke
Mathematics and Computer Science Department
One University Drive, Pembroke, NC 28372
james.smiling@uncp.edu

June 26, 2019

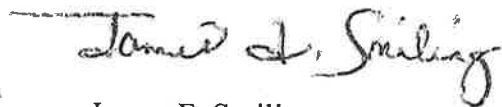
To whom it may concern:

I am writing to express my support for Old Main STREAM Academy. I am a resident of the Public Schools of Robeson County school district, and I believe that Old Main STREAM Academy will be an asset to the Robeson County community. Old Main STREAM Academy will provide an educational choice to families, one with rigorous, innovative academics and core values of "growing Indigenous practitioners that demonstrate preparedness, persistence, self-determination, commitment, and vision for the good of the People". High academic standards combined with an arts integrated approach to teaching a STREAM curriculum will prepare students for success in college and career, and create contributing, connected practitioners.

I am confident that Old Main STREAM Academy leaders are thoughtfully and methodically developing a school plan. The OMS Academy leaders have decades of excellence in school leadership. This experience along with the inclusion of STREAM education and the North Carolina Standards Course of Study will prove to be a good match and will work well to provide an exceptional educational choice to students in the district. Further, this initiative will bring forth engagement opportunities for Old Main STREAM students and the University of North Carolina at Pembroke faculty, staff, students, and academic resources that will be mutually beneficial.

I support the approval of Old Main STREAM Academy to serve students in the Robeson County district. I value the mission and approach of Old Main STREAM Academy and I would be pleased to see a school of choice in the community.

Sincerely,

A handwritten signature in cursive script that reads "James F. Smiling". The signature is written in dark ink and is positioned above the printed name.

James F. Smiling

Email sent to Dr. Shanita Wooten, June 30, 2019.

**Brenda Dial Deese** <brendadialdeese@gmail.com>

Partnering Opportunity- Old Main STREAM Academy

Brenda Dial Deese <brendadialdeese@gmail.com>

Sun, Jun 30, 2019 at 6:09 PM

To: shanita.wooten@robeson.k12.nc.us

Hi Dr. Wooten-

I hope all is well and that you will have time to enjoy a well-deserved break on the 4th. I am sure you have heard about the charter school that a group is working on in the Pembroke area. We strongly believe that we do not want to be in opposition with the Public Schools of Robeson County and would like to support each other.

We have a small board that is comprised of six members. I was wondering if you would like to meet with us, or if you would like to meet with a couple of us at your convenience at a location that you determine. We would like to share our mission and hope that we can discuss the possibility of you providing a letter of support. We know there is much to discuss before you decide this, but please consider speaking with one, two or all of us!

Please feel free to call me at any time - 910.734.5025

Best regards,

Brenda

--
Brenda Dial Deese, PhD, LPCS, NCC

Old Main STREAM Academy Survey

Old Main STREAM is a tuition free, K-4 charter school, central to Robeson County that proposes to transition into a K-8 school within a five-year period. We encourage all Indigenous people, belonging to any Indigenous nation, to complete the survey.

The Old Main STREAM Board of Directors is collecting data to determine interest in establishing this charter school.

Mission of School

Old Main STREAM Academy engages students in relevant, rigorous, college and career readiness STREAM disciplines purposed to grow Indigenous leader practitioners that demonstrate preparedness, persistence, self-determination, commitment, and vision for the good of the People.

1. 1. What is your zip code?

2. 2. Will provide your own transportation to Old Main STREAM Academy?

Mark only one oval.

☐ Yes

☐ No

3. 3. What is your tribal affiliation?

4. 4. Would your child benefit from a small learning environment, specifically a K-4 charter school, to grow into a K-8 in the next five years?

Mark only one oval.

☐ Yes

☐ No

5. 5. What grade(s) are your children entering?

Please read each question and rate the degree of importance in the educational process.

6. 6. Rigor, expectations, and discipline should be balanced with caring relationships in Old Main STREAM Academy.

Mark only one oval.

☐ Unimportant

☐ Of Little Importance

☐ Moderately Important

☐ Important

☐ Very Important

7. 7. Old Main STREAM should implement initiatives that prepare my child to work and experience success in a global society.

Mark only one oval.

- ☐ Unimportant
- ☐ Of Little Importance
- ☐ Moderately Important
- ☐ Important
- ☐ Very Important

8. 8. STREAM stands for Science, Technology, Reading, Engineering, Arts, and Mathematics. I want my child to be fully engaged in all these learning disciplines.

Mark only one oval.

- ☐ Unimportant
- ☐ Of Little Importance
- ☐ Moderately Important
- ☐ Important
- ☐ Very Important

9. 9. College and Career Readiness standards are critical in knowledge, skills, and dispositions needed to be successful in postsecondary education and/or training. I believe my child should be connected to these types of opportunities and experiences.

Mark only one oval.

- ☐ Unimportant
- ☐ Of Little Importance
- ☐ Moderately Important
- ☐ Important
- ☐ Very Important

10. 10. Cultural presence helps make learning rich, engaging and relevant. Old Main STREAM Academy will integrate and infuse Red Pedagogy or place-based learning to teach how Indigenous ways of life and culture connect to evidenced based curriculum (Standard Course of Study, College and Career Standards and STREAM disciplines). Red Pedagogy curriculum connects Indigenous values and ways of life to educational systems. Examples: The Lumbee River and ecological systems, plant identification and medicinal purposes, growth cycles of wetland plants in our natural habitats, Art and Weaving Baskets out of pine straw, cattails, and river cane, Mathematics and Indigenous number systems such as recording numbers through notches in materials....to name a very few)

Mark only one oval.

- ☐ Unimportant
- ☐ Of Little Importance
- ☐ Moderately Important
- ☐ Important
- ☐ Very Important

11. 11. Parental involvement and partnering with Old Main STREAM Academy is a framework for success. There are multiple ways to serve, such as volunteering, participating in school family nights or student-led nights, and maintaining communication with my child's (ren) teacher.

Mark only one oval.

- ☐ Unimportant
☐ Of Little Importance
☐ Moderately Important
☐ Important
☐ Very Important

Untitled Section

12. 12. Student engagement at Old Main STREAM Academy is a more direct look at factors related to academic performance. Please select any statement(s) below that align to positive learning experiences and will be supported by you as a parent/caregiver/community member.

Check all that apply.

- ☐ Student(s) put a lot of effort in school work.
☐ Student(s) desire to be one of the best students in class.
☐ Student(s) enjoy being challenged in their classes.
☐ Student(s) feel that they belong at school.
☐ Character development and decision-making techniques are provided to grow leadership.

13. 13. Old Main STREAM Academy believes that a connection between course work, goals and attributes may exist. Indicate your interest in the following leadership practitioner characteristics to be established at Old STREAM Academy as expectations for our students.

Check all that apply.

- ☐ Success is experienced in school
☐ Prepared for college and career opportunities
☐ Teachers are respected by families
☐ High academic and behavioral expectations
☐ Principal and Board of Directors will provide strong leadership
☐ Assessment data will identify problematic areas of learning in the classrooms and at school level, so teachers and others can generate solutions
☐ The mission of the school is clearly articulated and implemented
☐ The school is secure, safe, and organized
☐ Student leaders experience cultural relevance and are able to connect it to STREAM disciplines, college and career preparedness, and college -career readiness

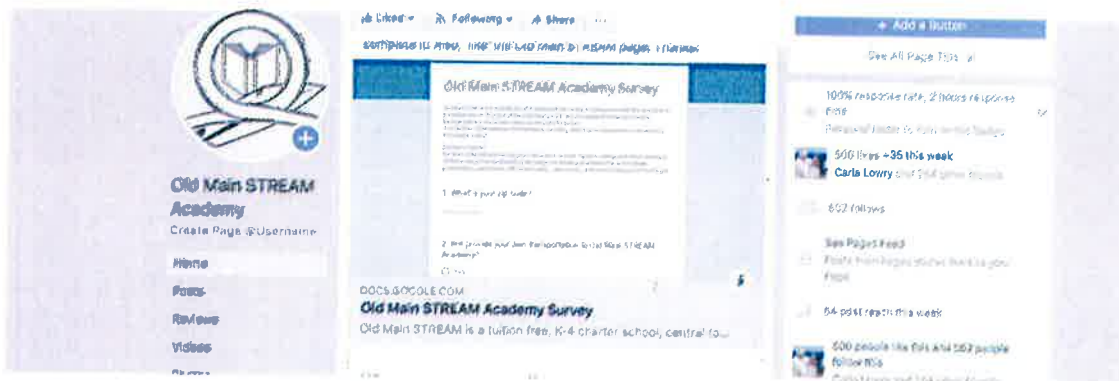
14. 14. Diversity embraces different cultures, ranges of abilities, interests and experiences. There are at least thirty-four representations of Indigenous Peoples in the surrounding communities. Old Main STREAM Academy will embrace students belonging to differing backgrounds and affiliations. Old Main STREAM will need community support. This can be achieved through school involvement, service, volunteering, (modeling traditional values, Red Pedagogy/place based curriculum), community expectations in maintaining and excelling in academics, appropriate behavior, self-discipline, accountability, and giving resources or assisting with fundraising for resources for ALL students. How critical is this to the success of Old Main STREAM Academy?

Mark only one oval.

- ☐ Unimportant
- ☐ Of Little Importance
- ☐ Moderately Important
- ☐ Important
- ☐ Very Important

15. 15. Other Concerns or Comments

Old Main STREAM Academy Facebook Page





Old Main STREAM Academy Charter School

QUESTIONS

RESPONSES 105

105 responses



SUMMARY

INDIVIDUAL

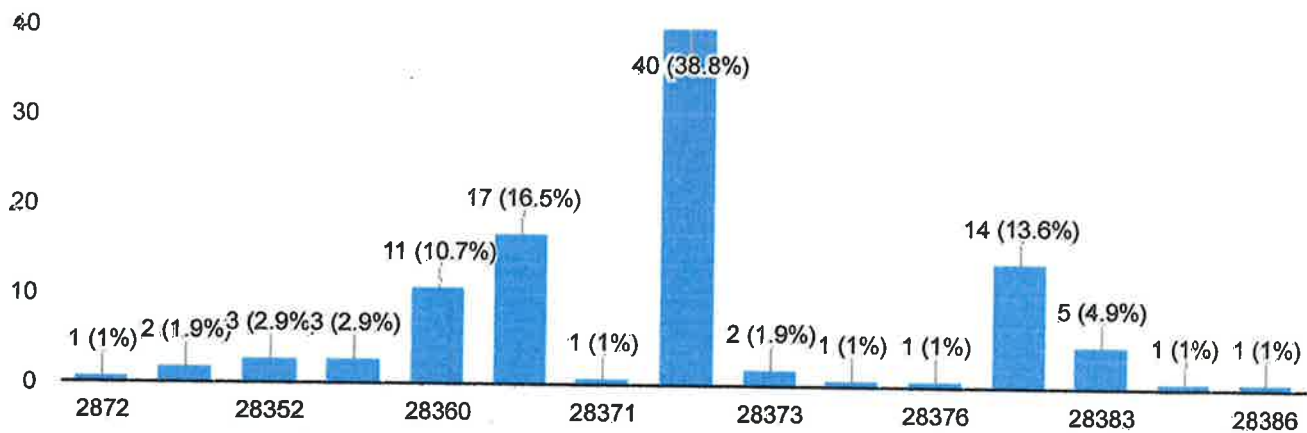
Accepting responses



Untitled Section

1. What is your zip code?

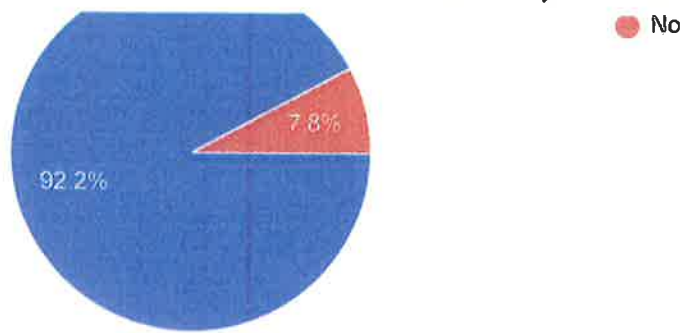
103 responses



2. Will provide your own transportation to Old Main STREAM Academy?

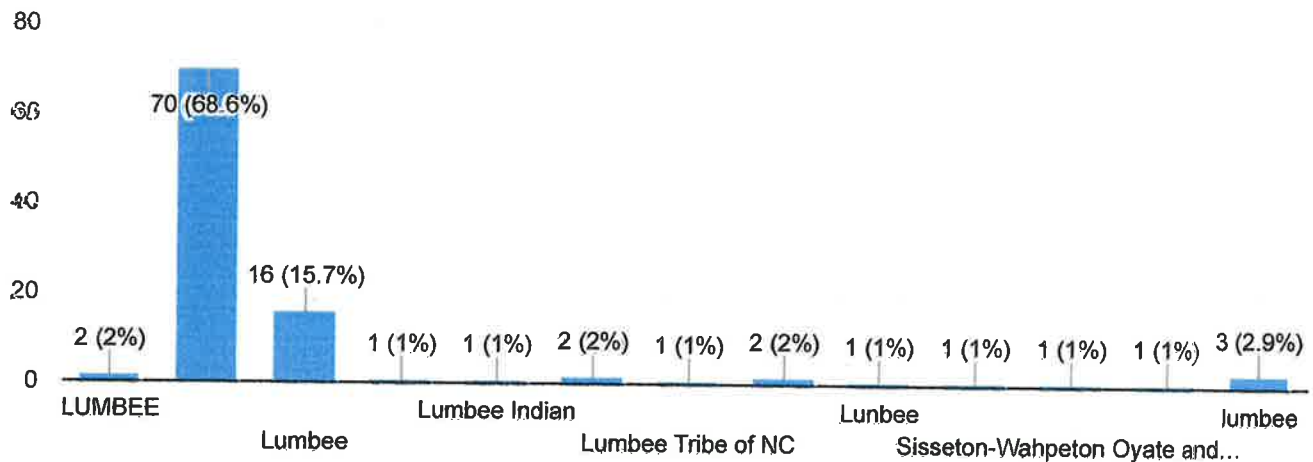
102 responses

☒ Yes



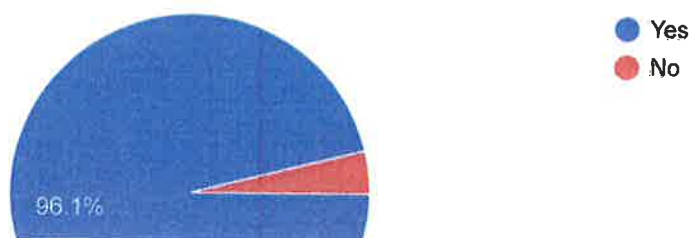
3. What is your tribal affiliation?

102 responses



4. Would your child benefit from a small learning environment, specifically a K-4 charter school, to grow into a K-8 in the next five years?

103 responses





5. What grade(s) are your children entering?

100 responses

K

2

1

1st

3

Kindergarten

4

5

3rd

2nd

2nd & 1st

8th

PreK

Kindergarten

8

Kindergarden

2nd

2, 6, 7

7th

One will be going to 2nd and my younger is still in daycare. He will start kindergarten in 2 years. We also have another on the way.

2nd and Kindergarten

Kindergarten, 7th

Pre-k

N/a

First grade

8th and 7th

7,6,4

12th & 6th

Will enter kindergarten in 2022

K & 2nd

Kindergarten & 2nd

5th, 7th, 8th

3rd 6th

3 and 6

10th

Pre-K

Kindergarten and 2nd Grade

Rising 4th, 7th, and 10th grades

Kindergarten and 11th

Second

1st and 2nd

First and prekindergarten

3rd, 8th

3 and 4

1st and 2nd

2nd and 1st

Pre-k & 4th

First

1,3

Prek year 2021

9, 7, 5

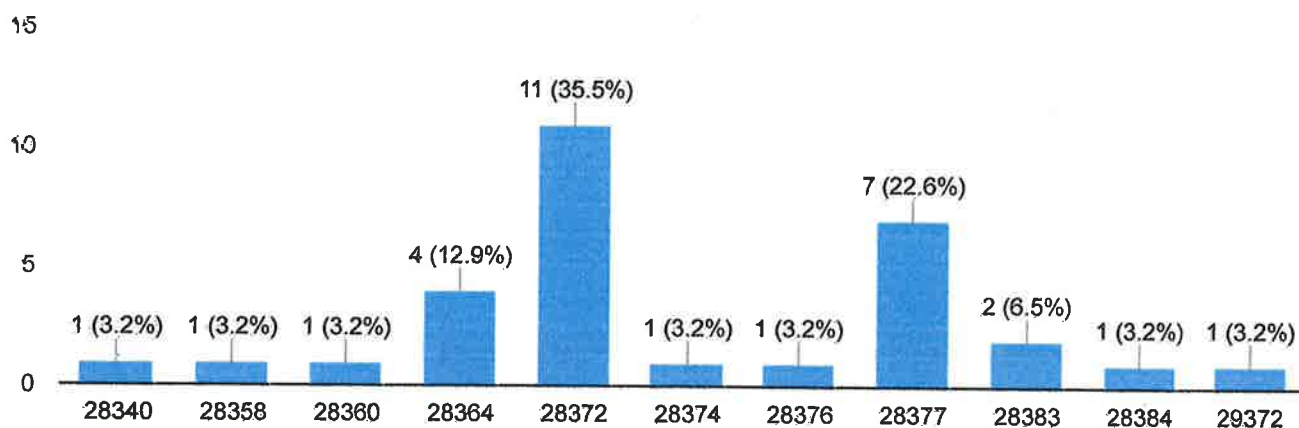
K, 1st, & 3rd

1st

Old Main STREAM Academy Survey

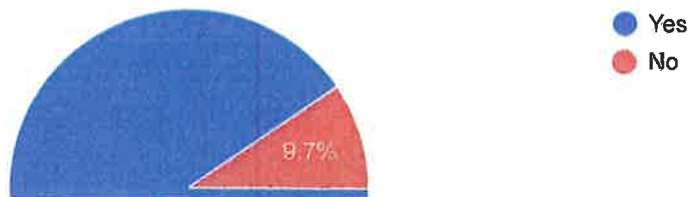
1. What is your zip code?

31 responses



2. Will provide your own transportation to Old Main STREAM Academy?

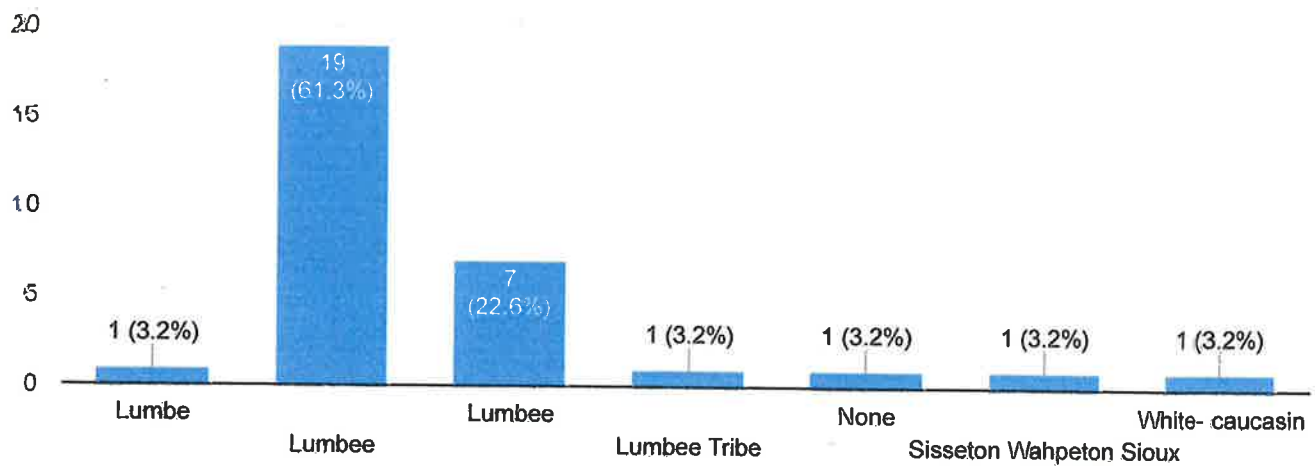
31 responses





3. What is your tribal affiliation?

31 responses



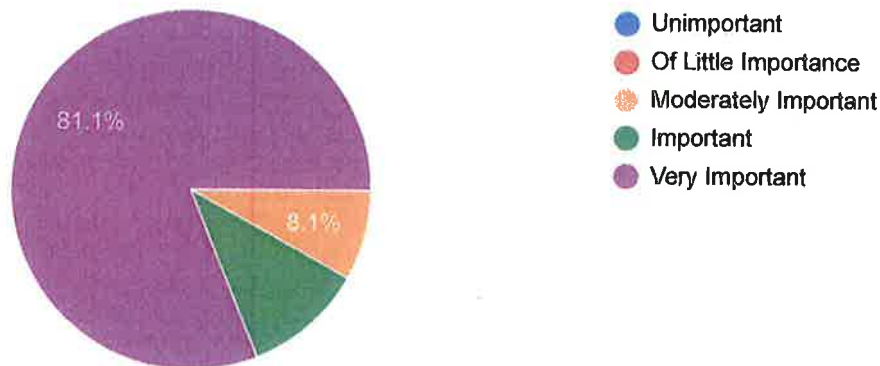
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31 responses



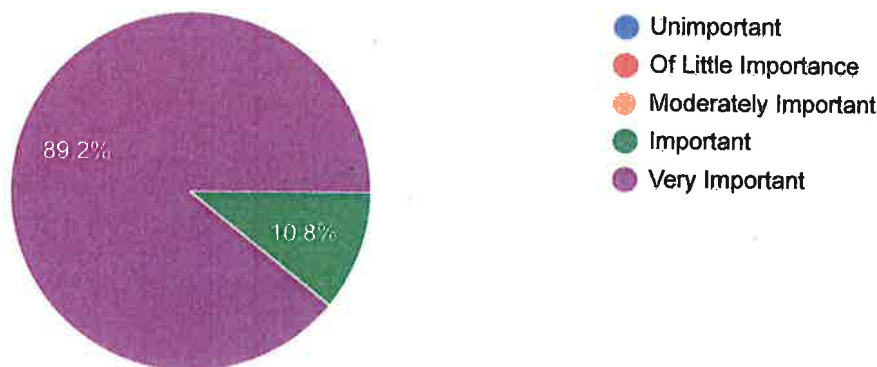
7. Old Main STREAM should implement initiatives that prepare my child to work and experience success in a global society.

37 responses



8. STREAM stands for Science, Technology, Reading, Engineering, Arts, and Mathematics. I want my child to be fully engaged in all these learning disciplines.

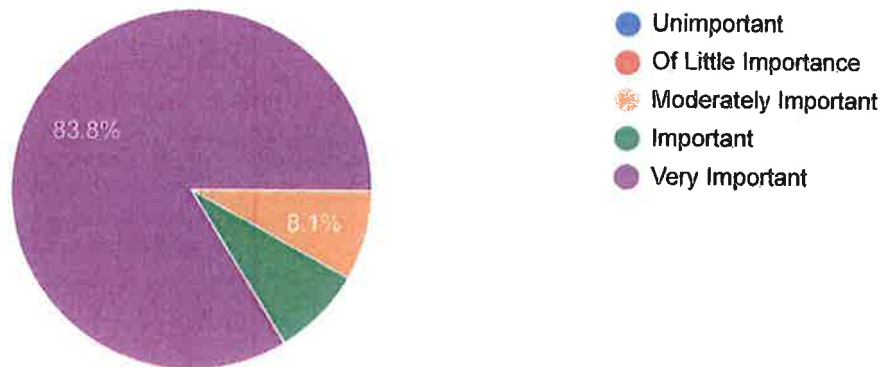
37 responses



9. College and Career Readiness standards are critical in knowledge, skills, and dispositions needed to be successful in postsecondary education and/or

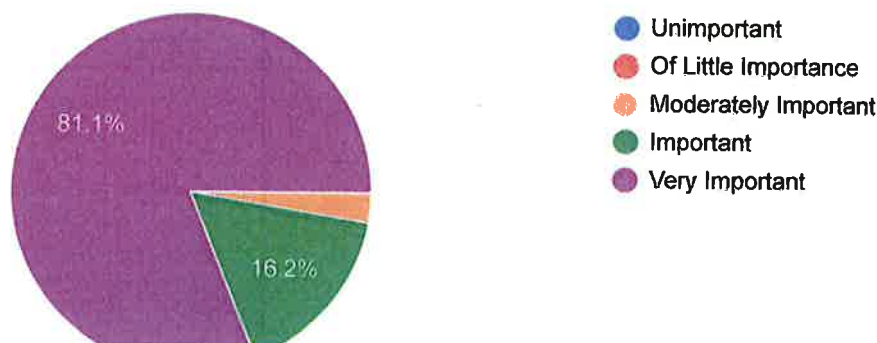
training. I believe my child should be connected to these types of opportunities and experiences.

37 responses



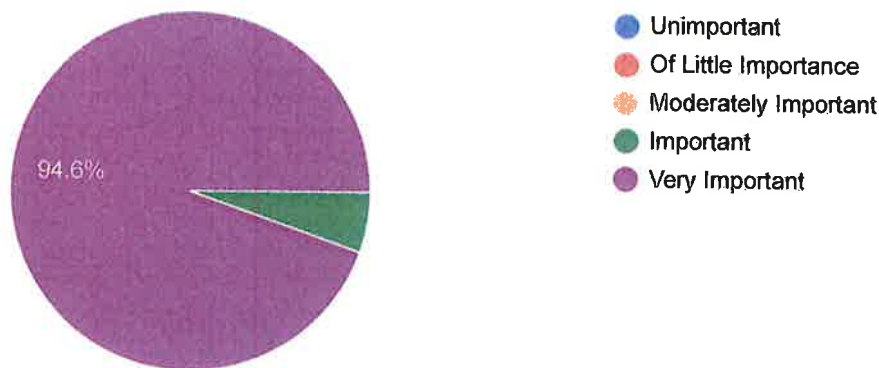
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37 responses



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37 responses

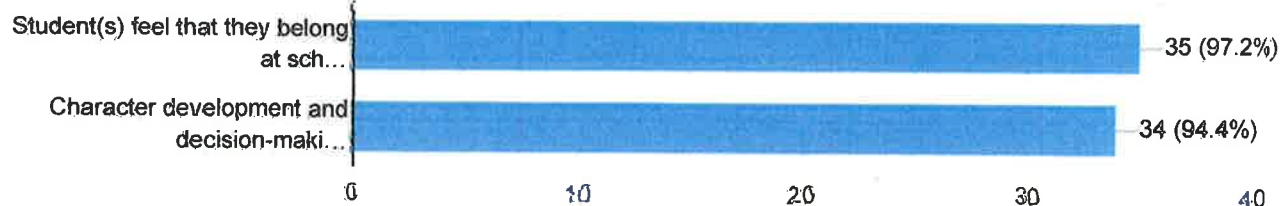


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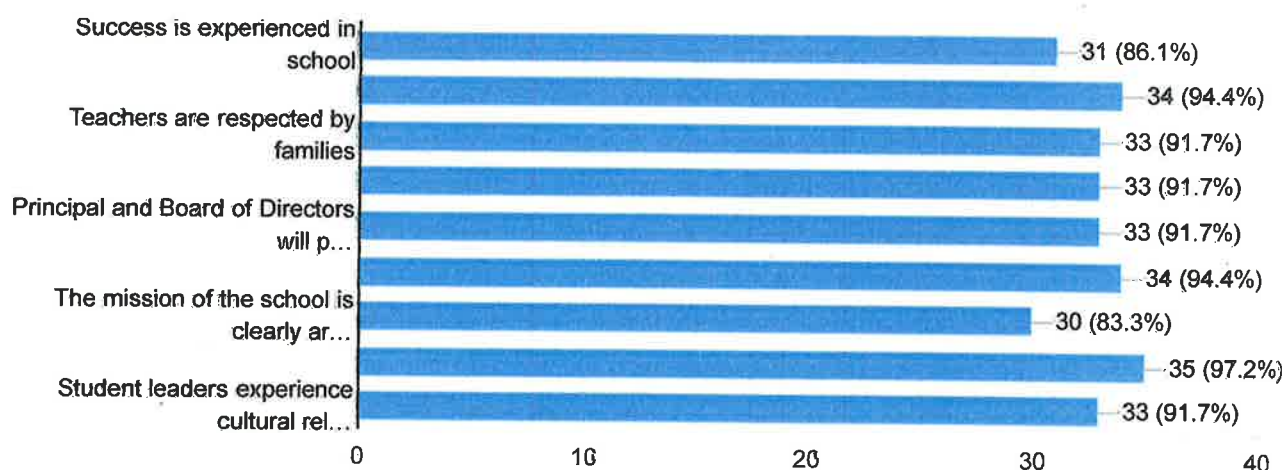
36 responses





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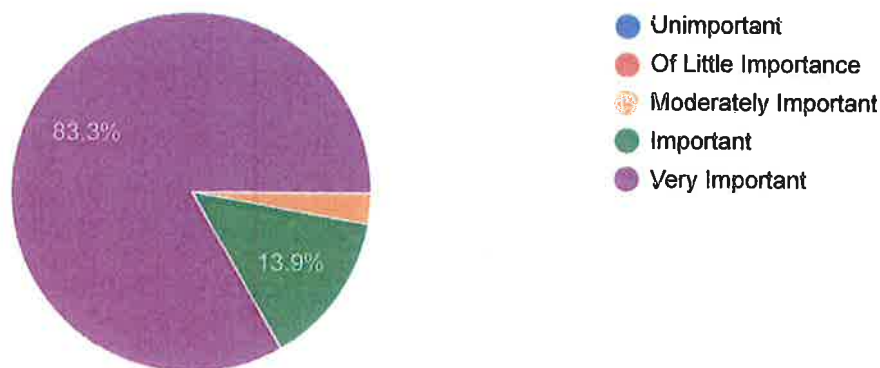
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36 responses



15. Other Concerns or Comments

11 responses

Our children need a rigorous education

None

Na

PSRC needs help and parents need choice

Please get this school up asap

Textbooks

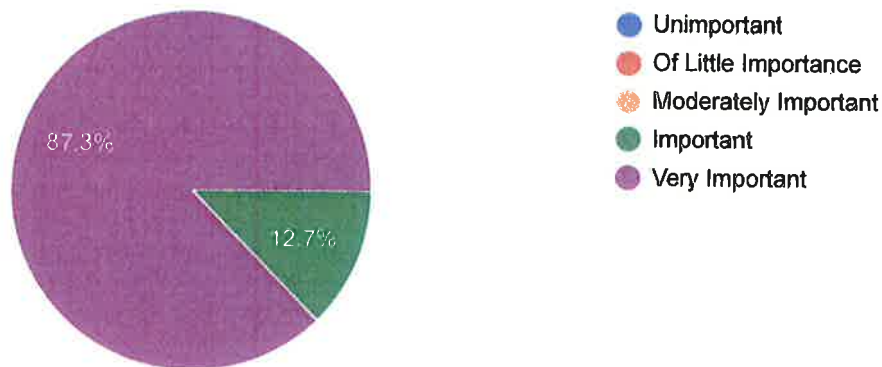
School safety

Cost of school uniforms

Rigor is needed in the district and parent choice.

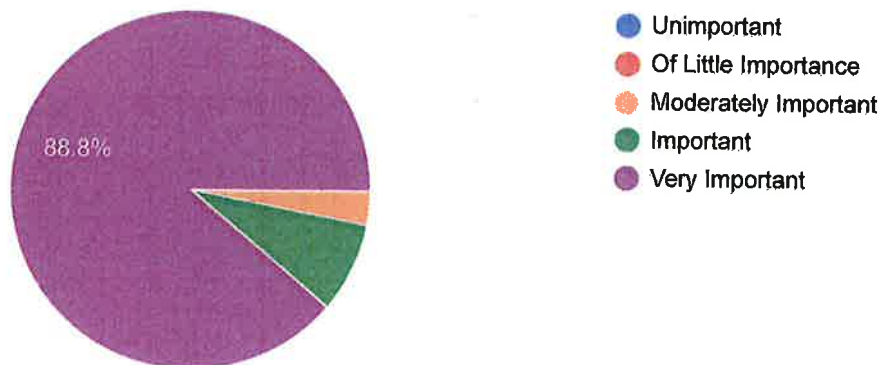
6. Rigor, expectations, and discipline should be balanced with caring relationships in Old Main STREAM Academy.

102 responses

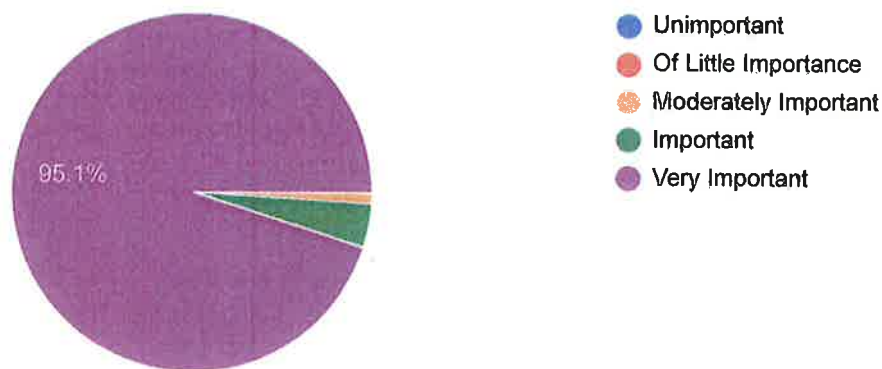


7. Old Main STREAM should implement initiatives that prepare my child to work and experience success in a global society.

98 responses

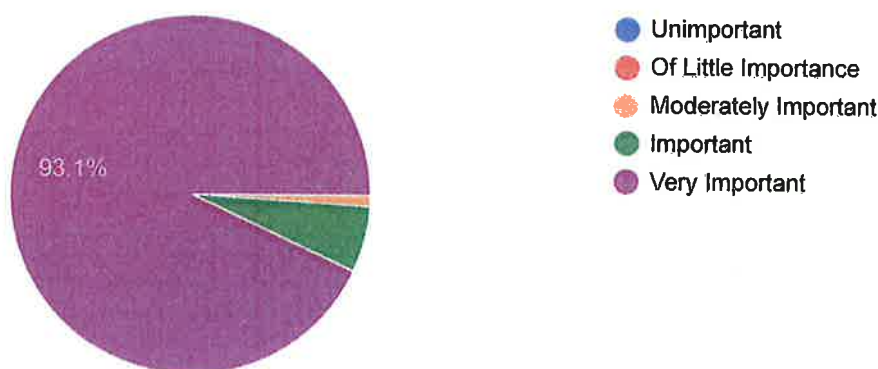


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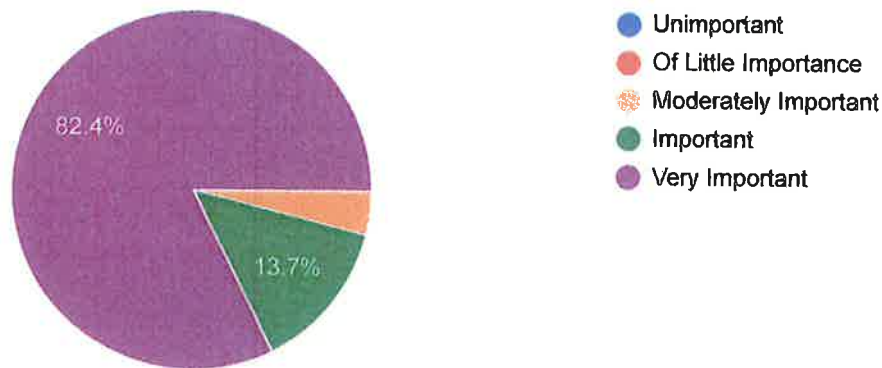
101 responses



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102 responses



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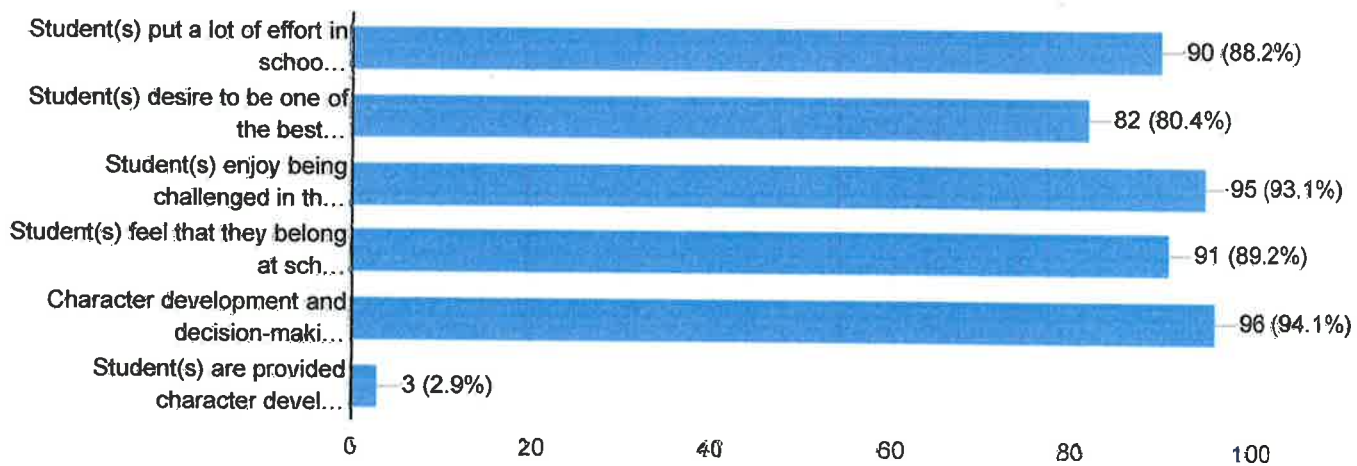
101 responses



Untitled Section

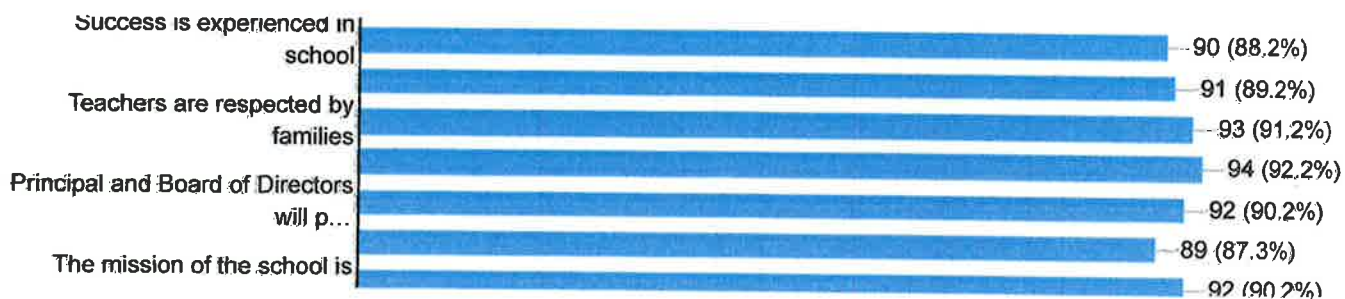
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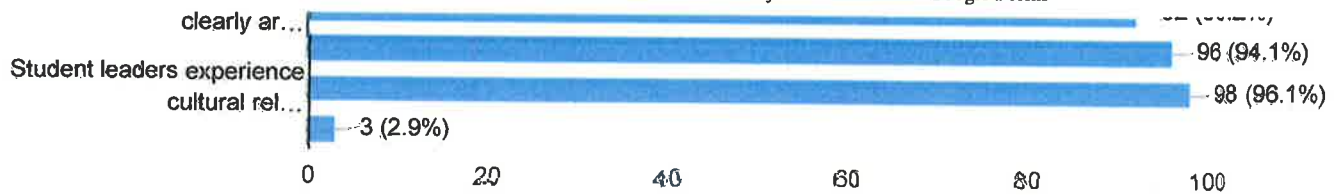
102 responses



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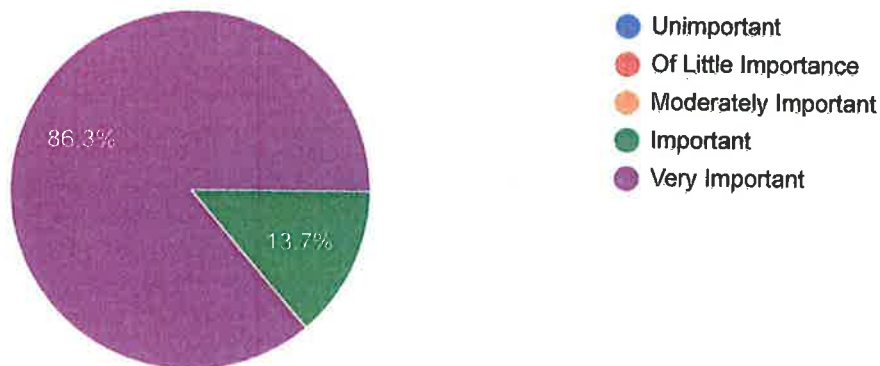
102 responses





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102 responses



15. Other Concerns or Comments

24 responses

None

100% Fully support this initiative

Our children need rigor

I am so excited and look forward to a place that will actually challenge my children.

Would this school be available to children who do not reside in Robeson County, but are Lumbee Indian? Also, what would be the criteria for admission?

How will lunch be done?

Incorporating Service-Learning as it has proven to enhance the curriculum of done correctly which create a sense of belonging to the student, develops a citizenship attitude in the student, and overall increases attendance and academic outcomes. Sandy Jacobs UNCP Associate Director for Service-Learning. Would love to assist in this effort if given the opportunity.

An opportunity like this school is very much needed.

Where is this school gonna be located ?

Location of the facility; recruitment and retention process for highly qualified teachers, support staff, and administration. Enrollment process and limits on the number of students that will be served per grade level (class sizes). Costs associated with the school that will incur for families.

This charter school will be the first to serve K-4 on this side of our county. Please hurry and open for our children's sake!

Not at this time

Excited about this

Parents need choice

Textbooks

School safety

School uniforms should be required

School year should match other public schools

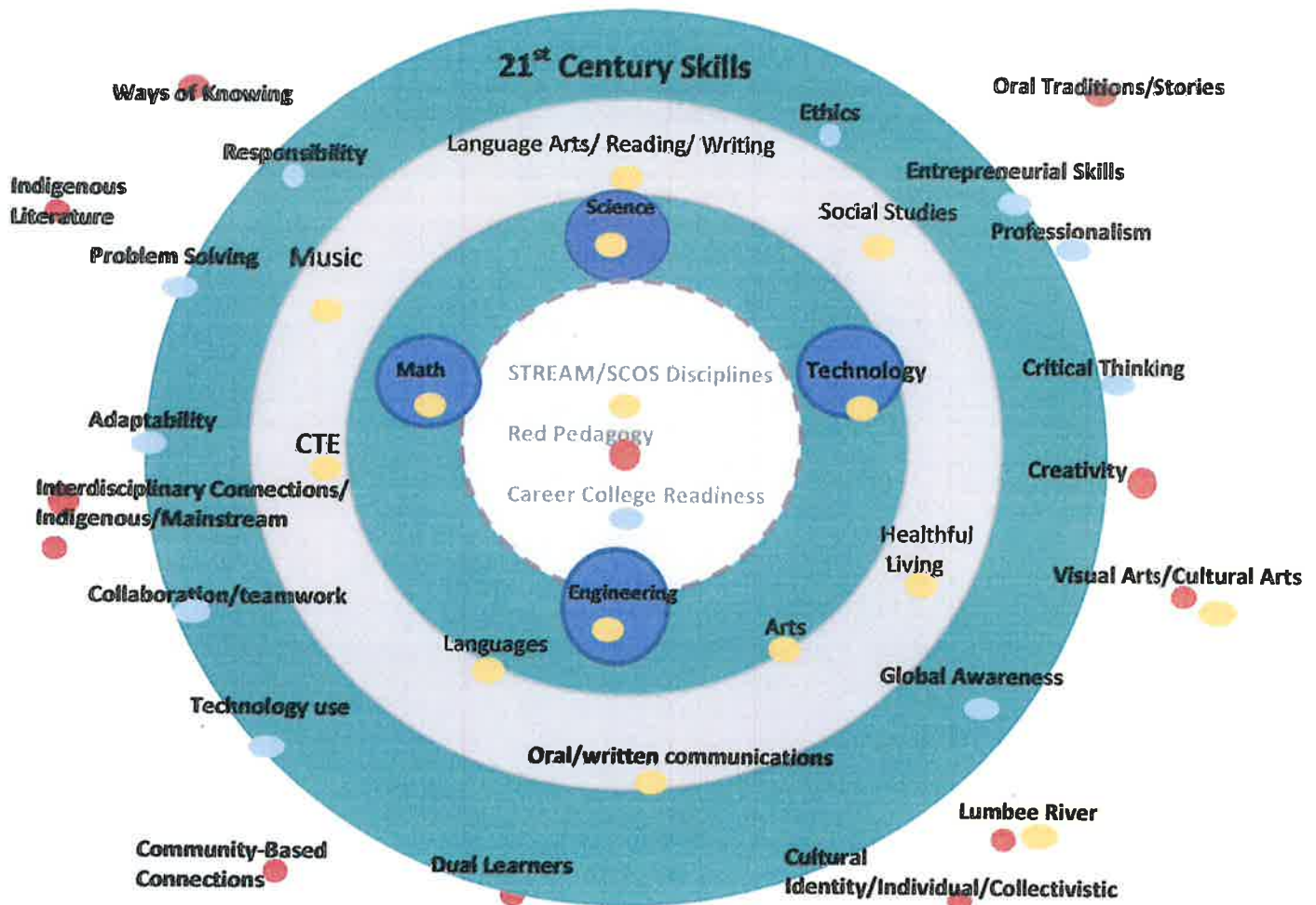
Rigor is needed in the district and parent choice.

Transportation is critical

Appendix B: Curriculum Outline for Each Grade Band

Old Main STREAM Academy

Indigenous Leadership Practitioner



Key

- STREAM Disciplines and SCOS Subjects/Courses
- Red Pedagogy
- College & Career Readiness Standards

Curriculum Plan ELA- Red Pedagogy-CCR	Old Main STREAM Academy	Kindergarten
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	Strand 1	Strand 2	Strand 3	Strand 4
Topic	Reading Standards for Informational Text	Speaking and Listening Strand	Reading Literature	Writing
Key Ideas/Evidence	With prompting and support, ask and answer questions about words in a text.	Confirm understanding of a text read aloud or information presented orally- ask and answer questions about key details and request clarification if something is not understood	With guidance and support, identify details in stories. With guidance and support identify key details in familiar stories. With guidance and support identify characters and settings in familiar story	Select a familiar book and use drawing or writing to state an opinion, share information, and use digital tools to produce a group writing
STREAM Integrations of Ideas/Analysis	With prompting and support, describe how the words and illustrations work together to tell a story. Retail familiar stories, including key details	Speak audibly and express thoughts, feelings, and ideas clearly. Interpret words and phrases as they are used in a text and analyze how specific word choices shape the meaning or tone.	Describe how the words and illustrations work together. Compare and contrast the adventures and characters in familiar stories. Read closely to determine what the text says explicitly and make logical references	Participate in shared research and writing projects. Identify objects or images or other representations of the text. Determine central ideas or themes of a text and analyze, summarize key supporting details.
Place-based Practices Red Pedagogy	Classify cultural practices of people Indigenous culture using an Indigenous passage/book. <i>A Tree is a Plant - Clyde Bulla</i> <i>Chicora and the Little People</i> by A. Boughman	Describe how the text read aloud pronunciations and meanings may differ from community dialect. Use examples	Determine how social and political events affected the people and practices of the time.	Maria Tallchief River Spirits Focus and describe an experience. Use oral information/storytelling from experiences to write and speak about.
College and Career Readiness Standard	Read from a wide range of high-quality, increasingly challenge literary and informational texts. Students must be able to comprehend texts of steadily increasing complexity. Actively engage in group/and individual reading activities with purpose and understanding. Students should offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real/and/or imagined experiences			

Curriculum Plan

ELA- Red Pedagogy-CCR

Old Main STREAM Academy

1st Grade

	Strand 1	Strand 2	Strand 3	Strand 4
Topic	Reading Standards for Literature	Speaking and Listening Strand	Language Strand	Writing
Key Ideas/Evidence	Ask and answer questions about key details in a text. Retell stories, including key details, and demonstrate understanding of their central message or lesson. Describe characters, settings, major events in a story, using key details.	Follow agreed upon rules for discussions. Build on others' talk in conversations by responding to the comments of others. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. Sort words in categories to gain a sense of the concepts the categories represent.	Write opinion pieces in which they introduce the topic or name the book they are writing about. Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide closure. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened.
STREAM Integrations of Ideas/Analysis	Use illustrations and details in a story to describe its characters, setting, or events. Identify the reasons an author gives to support ideas in a text. Read and understand informational texts appropriately complex for grade 1 for sustained periods of time. Read closely to determine what the text says explicitly and to make logical references.	Demonstrate emerging understanding of work relationships. Demonstrate an understanding of present tense verbs. Use words acquired through conversations, being read to, and during shared reading activities. Retell stories, including key details, and demonstrate understanding.	Classify text as nonfiction or fiction. Use technology tools (web-based resources, e-books, online communication tools) to organize data and information and present data and information. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	Use a variety of digital tools and resources to produce, publish writing, including collaboration with peers. Participate in shared research and writing projects. Engage in logical reasoning to answer complex questions and develop solutions for challenges. Student practice and notice writing details in various forms. Students recognize and create a focus.
Place-based Practices Red Pedagogy	First Strawberries – Illustrations and details. What causes strawberries to grow. Anna Vojtech, Joseph Bruchac	Oral histories and relationships- understanding communication and the origin of Indigenous languages	Use words and pronunciations of local words/meanings—compare to standard English	Focus on an experience Gather oral information/storytelling from experiences/culture to write and speak about. Explain similar/differences SCOS story? Read <i>Chocolate</i> , <i>Chipmunks</i> , and <i>Canoes</i> about Indian words in the English language
College and Career Readiness Standard	Texts of low complexity tend to have simple, well-marked, and conventional structures, whereas texts of high complexity tend to have complex, implicit, and unconventional structures. Simple literary texts tend to relate events in chronological order, while complex texts make more frequent use of flashbacks, flash-forwards, multiple points of view and other manipulations. Identify figurative, ironic, ambiguous or other unfamiliar language. Find implicit or hidden purposes of the stories.			

Curriculum Plan
 Mathematics Red Pedagogy-CCR

Old Main STREAM Academy

2nd Grade

	Strand 1	Strand 2	Strand 3	Strand 4
Topic	Operations and Algebraic Thinking	Number and Operations in Base Ten	Measurement and Data	Geometry/Engineering
Key Ideas/Evidence	Represent and solve problems involving addition and subtraction Add and subtract within 20 Work with equal groups of objects to gain foundations for multiplication	Understand place value Use place value understanding properties of operations to add and subtract	Measure and estimate lengths in standard units Relate addition and subtraction to length Work with time and money Represent and interpret data	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them
STREAM Integrations of Ideas/Analysis	Use addition and subtraction within 100 to solve one-and two-step word problems involving situations of adding to, taking from, putting together and comparing with unknowns. Apply technology, engineering or mathematics content to answer complex questions, investigate global issues and develop solutions. Make sense of problems and persevere in solving them.	Understand that the three digits of a three digit number represent amounts of hundreds, tens, and ones. 100 can be thought of as a bundle of ten tens. Apply technology, engineering or mathematics content to answer complex questions, investigate global issues and develop solutions. Compose and decompose numbers using various groupings of hundreds, tens, and ones.	Measure the length of an object by selecting and using appropriate tools—rulers, yardsticks, meter sticks, and measuring tapes. Measure to determine how much longer one object is than another. Apply technology, engineering or mathematics content to answer complex questions, investigate global issues and develop solutions.	Identify triangles, quadrilaterals, pentagons, hexagons and cubes. Compare sizes directly and visually. Work with equal shares of identical wholes that are not the same shape. Apply technology, engineering or mathematics content to answer complex questions, investigate global issues and develop solutions. Reason shapes and their attributes. Recognize and draw triangles, quadrilaterals, pentagons, and hexagons, having specified attributes, recognize, and describe attributes of rectangular prisms and cubes.
Place-based Practices Red Pedagogy	Use word problems for legends (or storytelling from the culture) to understand relationships between numbers. *Waynaboozhoo and the Great Flood	Introduce awareness to the Maya number system and the place value system. Discuss numbers, native forebears, and globally, Ecuador and Brazil linkages.	Long Leaf Pines and Significance to Indigenous People. Measure the distance between a marker and a tree. Discuss uses, locally, regionally, globally. Estimate the number of trees in an area, and their uses.	Quilting- Significance of the practice and using shapes for the patterns. Traditional uses of shapes and meaning. Activity to create patterns on a quilt base. Explore the simple circle, Indigenous meaning and physical, proportional geometry that originates. What is this engineering design? What is the significance of geometry globally? <i>Seeing the Circle</i> – Joseph Bruchac (AI author)
College and Career Readiness Standard	Students take an active stance in solving mathematical problems. Students engaging in practices will discover ideas and take an active stance in and try something, and use the procedural and conceptual tools to carry through. Students will make sense of problems and persevere in solving them. In elementary mathematics, it must be remembered that math is a mathematically oriented communication, and it involves understanding a vocabulary—quantitative, logical relational, spatial, and reasoning			

Curriculum Plan

Mathematics- Red Pedagogy-CCR

Old Main STREAM Academy

3rd Grade

	Strand 1	Strand 2	Strand 3	Strand 4
Topic	Operations and Algebraic Thinking	Number and Operations - Fractions	Measurement and Data	Geometry/Engineering
Key Ideas/Evidence	Represent, interpret, and solve one-step problems involving multiplication and division. Solve multiplication word problems with factors up to and including 10. Represent the problem using arrays, pictures, and/or equations with a symbol for the unknown number to represent the problem.	Interpret unit fractions with denominators of 2, 3, 4, 6, and 8 as quantities formed when a whole is partitioned into equal parts; Explain that a unit fraction is one of those parts. Represent and identify unit fractions using area and length models.	Tell and write time to the nearest minute. Solve word problems involving addition and subtraction of time intervals within the same hour. Represent and interpret scaled picture and bar graphs. Collect data by asking a question that yields data in up to four categories.	Reason with shapes and their attributes. Reason with two-dimensional shape and their attribute. Investigate, describe, and reason about composing triangles and quadrilaterals including rhombuses, rectangles, squares, parallelograms, and trapezoids.
STREAM Integrations of Ideas/Analysis	Illustrate and explain strategies including arrays, repeated addition or subtraction and decomposing a factor. Interpret the divisor and quotient in a division equation as representing the number of equal groups and the number of objects in each group. Represent and solve problems involving multiplication and division.	Multiply or divide to solve word problems involving multiplicative comparisons using models and equations with a symbol for the unknown number. Build fractions from unit fractions by applying and extending previous understandings of questions on whole numbers.	Add, subtract, multiply, and divide to solve one-step word problems involving whole-number measurements of length, mass, and capacity that are given in metric units. Solve problems involving area and perimeter.	Draw and identify points, lines, line segments, rays, angles, and perpendicular and parallel lines. Recognize symmetry in a two-dimensional figure, and identify and draw lines of symmetry. Understand the critical role engineering plays in society and is influenced by cultures and societies. Roman aqueducts, Greek temples, and the Egyptian pyramids – lines and shapes.
Place-based Practices Red Pedagogy	Local problem-solving. Write an addition equation to describe a situation. Apply proportional reasoning to plan a school event or analyze a problem in the community.	Emphasize experiential learning, modelling and collaborative activity through Indigenous society to include construction, planting, and/or ceremony.	Use time in the context of Indigenous seasons and collecting data. Emphasize and work with seasonal activities in word problems, measurements, area, and perimeter.	Use Indigenous societies as a platform to explain extending and expanding technological advances (integrate descriptive text to include mathematical equations, scientific laws, and creative artistry).
College and Career Readiness Standard	Mathematically proficient students can apply the mathematics they know to solve problems that emerge in everyday life, society, and the workplace. Students will learn concepts in a more organized way both during the school year and across grades. These standards encourage students to solve-real-word problems. The knowledge and skills that OMS students will be prepared for in college, career, and life are woven throughout the mathematics standards.			

Curriculum Plan
Science- Red Pedagogy-CCR

Old Main STREAM Academy

4th Grade

	Strand 1	Strand 2	Strand 3	Strand 4
Topic	Forces and Motion	Matter: Properties and Change	Energy: Conservation and Transfer	Earth History
Key Ideas/Evidence	Explain how magnets interact with all things made of iron and with other magnets to produce motion without touching them.	Compare the physical properties of samples of matter (strength, hardness, flexibility, ability to conduct heat, ability to conduct electricity, ability to be attracted by magnets, reactions to fire and water).	Energy takes various forms that may be grouped based on interaction with matter. Basic forms of energy (light, sound, heat, electrical and magnetic) as the ability to cause motion or create change.	Understand the use of fossils and changes in the surface of the earth as evidence of the history of Earth and its changing life forms.
STREAM Integrations of Ideas/Analysis	Recognize how various forces affect the motion of an object. Determine how electrically charged objects push or pull on other electrically charged objects and produce motion.	Classify rocks as metamorphic, sedimentary or igneous based on their composition, how they are formed and the processes that create them.	Recognize that light travels in a straight line until it strikes and object or travels from one medium to another.	Compare fossils to one another and to living organisms. Discuss and give examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes.
Place-based Practices Red Pedagogy	Simple Machines used in Indigenous culture – past and present, to include wedges, levers, wheels, pulleys, and inclined planes. Discuss the regional Gravity Hill and uses.	Study and model the internal structure of the Earth and describe the formation and composition of Earth's external features <i>Four Ancestors from Native North America- J Bruchac</i>	Fundamentals principles of engineering. Natural resources and uses in Indigenous culture- Hunting, fishing, farming.	Present ideas of the Earth's early environments in the region and in other parts of the world, based on artifacts and oral stories. Read <i>Keepers of the Earth</i> by Michael Caduto
College and Career Readiness Standard	College and Career Readiness standards include interpretation of data, scientific investigations and evaluations of models. Techniques including comparison, inference, early environmental study, and evidence examples will be used. New information will be used to make a prediction based on a model, determine whether presented information or new information supports or contradicts a complex hypothesis or conclusion. Investigation procedures will be used. Findings will be communicated from investigations and defense of conclusions to peers and others.			

Curriculum Plan

Science- Red Pedagogy-CCR

Old Main STREAM Academy

5th Grade

	Strand 1	Strand 2	Strand 3	Strand 4
Topic	Evolution and Genetics	Matter: Properties and Change	Earth Systems, Structures and Processes	Structures and Functions of Living Organisms
Key Ideas/Evidence	Understand why organisms differ from or are similar to their parents based on the characteristics of the organism. Explain why organisms differ from or are similar to their parents based on the characteristics of the organism.	Understand the interactions of matter and energy and the changes that occur. Compare the weight of its parts before and after an interaction.	Understand weather patterns and phenomena, making connections to the weather in a particular places and time.	Understand how structures and systems of organisms (to include the human body) perform functions necessary for life. Compare the characteristics of several common ecosystems, such as estuaries, salt marshes, oceans, lakes, ponds, forests, and grasslands.
STREAM Integrations of Ideas/Analysis	Give examples of likenesses that are inherited and some that are not. The building blocks of inheritance.	Compare physical properties of the states of matter (including volume, shape, and the movement and spacing of particles). Use the process of filtration, sifting, magnetic attraction, evaporation, chromatography, and floatation to separate mixtures.	Compare daily and seasonal changes in weather conditions (including wind speed and direction, precipitation and temperature) and patterns. Explain how human activity (including conservation efforts and pollution) has affected the land and the oceans of Earth.	Infer the effects that may result from the interconnected relationship of plants and animals to their ecosystems. Understand the interdependence of plants and animals with their ecosystem. Classify the organisms within an ecosystems according to the function they serve: producers consumers, or decomposers (biotic factors).
Place-based Practices Red Pedagogy	Where did Indigenous people come from? Examine organisms that may be similar to or differ from previous generations. What is epigenetics? How does epigenetics affect Indigenous People? Discuss ideas and strategy to address the complex issues influencing Indigenous People.	<i>Old Ways in a New World (Yine Deloria) Reflection and Revelation Knowing Land, Places, and Ourselves</i> - Land, ecology the living Earth and our responsibility toward other forms of life.	Examine climate change in the region occupied by the Lumbee Tribe and projected changes in temperature and precipitation. Understand changes in the context of ecological and cultural factors.	Tribes living in the Atlantic Coastal Plain of the Us, and the Lumbee River flowing through a watershed by extensive forest wetlands. Key issues including climate change, historical climate change, and environmental degradation.
College and Career Readiness Standard	Finding solutions to questions improve as students gain experience conducting investigations and working in small groups. Students will compare and combine data from two or more complex data sets and learn to analyze presented information when given new complex information.			

ELA Curriculum Plan
 ELA-Red Pedagogy-CCR

Old Main STREAM Academy

6th Grade

	Strand 1	Strand 2	Strand 3	Strand 4
Topic	Reading: Literature	Writing	Speaking and Listening	Language
Key Ideas/Evidence	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners on, building on others' ideas and expressing their own clearly and persuasively.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.
STREAM Integrations of Ideas/Analysis	Locate and interpret minor or subtly stated details in challenging passages and complex passages. Identify and infer central idea(s) in complex passages or paragraphs.	Delete redundant and wordy materials in terms of the paragraph or essay as a whole. Revise expressions that deviate subtle ways from the style and tone of the essay.	Determine whether an essay or oral speech has met a specified goal, identify the purpose, discuss the focus.	Conventions of Standard English Grammar, Usage, and Punctuation- Recognize and correct sentence structures, maintain consistent and logical verb tense and pronoun person
Place-based Practices Red Pedagogy	Novels to read by American Indian authors to reference writing styles- House of Purple Cedar, Daughter of Suqua, Gardens in the Dunes: a Novel	Use skills to research and write on a topic or experience using writing skills (Indigenous culture, values, beliefs).	Present and speak on topic of interest that is researched.... Discuss purpose and focus of project.	Indian by Birth: The Lumbee Dialect; Native Languages and Indian-style English. Why We Speak - Language & Life - Using Dialects and Standard English A Dialect Dictionary of Lumbee English
College and Career Readiness Standard	Students will participate clear cause-effect relationships in complex passages. They will be able to analyze how one or more sentences in passages and the functions of subtle or complex work. They will draw logical conclusions using information from multiple portions of informational texts. Students will explain how an author develops a point of view of the narrator or speaker in the text.			

ELA Curriculum Plan
 ELA- Red Pedagogy-CCR

Old Main STREAM Academy

7th Grade

	Strand 1	Strand 2	Strand 3	Strand 4
Topic	Reading: Literature	Reading: Informational Text	Writing	Language
Key Ideas/Evidence	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Determine two or more central ideas in a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of the text.	Write with some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Determine and/or clarify the meaning of unknown and multiple-meaning word parts, word relationships, and consulting general and specialized reference materials, as appropriate.
STREAM Integrations of Ideas/Analysis	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Analyze how particular elements of a story of drama interact.	Analyze the structure an author uses to organize a text, including how major sections contribute to the whole and to the development of the ideas. Assess how point of view, perspective, or purpose shapes the content and style of a text.	Organize information and ideas around a topic to plan and prepare to write. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Demonstrate understanding of figurative language and nuances in word meanings. Interpret figures of speech in context based on grade 7 reading and content.
Place-based Practices Red Pedagogy	Using a book by an Indigenous author, cite several pieces of textual evidence to support an analysis of the text says explicit as well as inferences. Discuss, compare, and contrast to American literature.	Digital Smoke Signals- watch segments and determine two or more central ideas in a text; summarize the key supporting details. What message does it convey for Indigenous Nations.	Write, using key ideas and evidence, on a topic that impacts Indigenous people in one of the following: Environmental Political Social Injustice Historical Educational	Demonstrate understanding of figurative language and nuances in word meanings in Native languages, including Indian-style speech and communication.
College and Career Readiness Standard	The CCR standards in multiple content areas sets a foundation for even greater student success and growth. Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot). Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.			

Curriculum Plan
 ELA-Red Pedagogy-CCR

Old Main STREAM Academy

8th Grade

	Strand 1	Strand 2	Strand 3	Strand 4
Topic	Reading: Literature	Reading: Informational Text	Speaking and Listening	Language
Key Ideas/Evidence	Analyze how differences in the perspectives of the characters and the audience or reader create such effects as suspense or humor. Assess how point of view, perspective, or purpose shapes the content and style of the text.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Follow rules for collegial discussions and decision-making, track progress toward specific goals, and deadlines, and define individual roles as needed. Integrate and evaluate information presented in diverse media and formats, including visual and oral.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Use knowledge of language and conventions when writing, speaking, reading, or listening.
STREAM Integrations of Ideas/Analysis	Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Read and understand complex literary and informational texts independently and proficiently connecting prior knowledge and experiences to text.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering and unknown term important to comprehension or expression.
Place-based Practices Red Pedagogy	Indigenous rights, Environmental Justice, Atlantic Coast Pipeline Textual evidence and position	Indigenous rights, Environmental Justice Atlantic Coast Pipeline –Connecting prior and historical knowledge to experiences.	Indigenous rights, Environmental Justice, Atlantic Coast Pipeline – Presenting information in diverse formats for collegial discussion	Indigenous rights, Environmental Justice, Atlantic Coast Pipeline- Understanding domain (and course discipline) specific words for reading and speaking. Understanding different contexts with same topic
College and Career Readiness Standard	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Assess how point of view or purpose shapes the content and style of text. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details and well-structures event sequences.			

Article Navigation

Water in the Lumbee World: A River and Its People in a Time of Change 8

Ryan E Emanuel 

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Abstract

This article explores relationships between Lumbee people and the riverine landscapes of their home. I draw upon my lived experience as a Lumbee person and my training as an environmental scientist to evaluate the riverine environment of the Lumbee River as both a template for change and a fragile resource. The river shapes Lumbee culture and community, on the one hand, and it is subject to human impacts, on the other. Here, I examine the bidirectional relationship between river and people in a historical context and also in the context of contemporary issues facing Lumbee people, who collectively make up one of the largest Indigenous groups in the United States and constitute the nation's largest non-federally recognized Indian tribe. I frame historical issues related to isolation and connectivity of the landscape around a novel topological analysis of historical maps. I use contemporary issues, including industrialized agriculture and climate change, to emphasize the complex and evolving relationship between Lumbee people and their riverine environment. Recent events, including Indigenous resistance to fossil fuel pipelines and flooding of the community following Hurricane Matthew, reveal challenges and opportunities faced by the tribe in the areas of environmental justice and sovereignty.

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INTRODUCTION

The Lumbee River is a defining symbol of the Lumbee Indians of present-day North Carolina.¹ The river and its tributaries dissect the broad, flat Coastal Plain of eastern North Carolina, with channels of flowing blackwater flanked by densely forested wetlands (figure 1). This collection of sinuous channels and wetlands bears names such as Raft Swamp, Saddletree Swamp, and Burnt Swamp, to name a few. Together with the main stem of the Lumbee River, these tributary swamps constitute riverine environments that, when combined with interstitial uplands, help define a distinct cultural landscape. Moreover, these riverine environments occupy complex roles in Lumbee geography, culture, and history. Despite the importance of these waterways and wetlands to Lumbee people, wide-ranging social and environmental factors, both local and external to Lumbee communities, complicate relationships between people and water.

Figure 1.



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Boating access on the Lumbee River near Orrum, NC. Forested floodplain wetlands flank the river, and bald cypress (*Taxodium distichum*) "knees" mark frequently inundated terrain. Credit: Photo by the author, 2011.

Many of the environmental concerns discussed in this article are not unique to the Lumbee, but the Lumbee experience, like that of many Indigenous peoples, involves powerful associations between identity and place. For the Lumbee, these associations involve rivers and wetlands as well as interstitial uplands, largely occupied by farms and rural settlements but, increasingly, home to industrialized livestock operations and other agents of environmental and social change. These landscape elements, together with families and community structures spread across this landscape, form a complex, socio-ecological system that nearly all Lumbees call "home." How Lumbee people navigate contemporary environmental issues of their home in light of cultural values associated with their river, particularly in social and policy realms that affect their ability to exercise sovereignty over land and water, is a story that continues to unfold. The goal of this article is to frame the unfolding Lumbee story in terms of ongoing Indigenous presence and adaptation for a people whose collective identity flows from interconnectedness with the Lumbee River.

WHAT IS IN A NAME?

Throughout this work, I refer to the river's name as "Lumbee," which is synonymous with the tribe. I made this choice deliberately to reflect the tribe's sovereignty over the river, awkward as that idea may seem in a region of the United States where the prevailing narrative describes a relatively simple dichotomy of either private or public land ownership. The Lumbee River, much like Lumbee people, has long confused and frustrated attempts at definition by outsiders. The name "Lumbee" itself predates the tribe's adoption of the name in 1952 and was used in written descriptions of the river since the first decade of the twentieth century and possibly earlier.²

The Lumbee River basin has been home to Indigenous communities for thousands of years, although Lumbee oral histories also include stories of recent (that is, eighteenth century onward) migrations from as far away as North Carolina's Outer Banks and the Virginia Piedmont.³ These migrations occurred during a period of accelerated colonial expansion that was marked by the enslavement and dislocation of Indigenous populations and also by regional wars between tribes and colonial powers in North and South Carolina. Slavery, war, and migration certainly occurred among tribes of the region prior to European colonization, but the establishment and expansion of colonies in Virginia and the Carolinas proved especially destabilizing for Indigenous communities, despite official policies calling for the fair treatment of Indigenous peoples in the Carolina colonies.⁴ During the seventeenth and early eighteenth centuries, settler colonialism expanded across the Atlantic Coastal Plain, resulting in outbreaks of new diseases, forced migrations, mass executions, and the deportation of Indigenous slaves to the West Indies and elsewhere.⁵ Despite massive social and environmental upheaval, Indigenous peoples of the Atlantic Coastal Plain survived, adapted, and forged new communities in refugia scattered across the colonial landscape.

Lumbee ancestors who moved into the river basin to escape colonial turmoil likely encountered a natural environment nearly identical, in many respects, to the landscapes and riverscapes that were no longer possible for them to inhabit in the rapidly changing world of the early eighteenth century. Those migrating from elsewhere in the Atlantic Coastal Plain, including the region extending from the Virginia Tidewater to the South Carolina Low Country, would have been familiar with the terrain and vegetation that characterizes most of the region: pine dominated uplands dissected by networks of dense floodplain forests and interspersed with isolated wetlands.⁶ In fact, the same climatic and geological forces shaped the terrain and vegetation of the entire region, primarily through erosion and sedimentation associated with large,

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meandering Atlantic Coastal Plain rivers.⁷ Upon relocating to the Lumbee River and its tributaries, these ancestors established sovereignty along this river through a combination of willful isolation and ambivalence or ignorance on the part of the colonial government.⁸

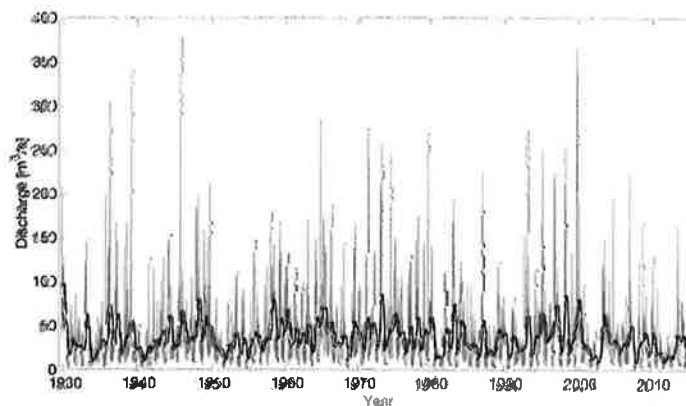
A variety of factors attracted the Lumbee and their ancestors to the river basin, many of which can still be observed today. Exceptionally wide floodplain forests with expansive canopies of bald cypress, river birch, and other flood-tolerant trees flank the Lumbee River and its tributaries. These riverine corridors provide shelter and habitat for wildlife and for a wide range of dietary, medicinal, and other culturally significant plants. Historically, these riverine corridors also facilitated transportation and trade between the Atlantic coast and westward locations. Precolonial artifacts suggest long distance trade between the Lumbee River and elsewhere in the present-day southern United States, and Lumbee elders continue to relate oral histories of long-term treks to the coast for subsistence fishing.⁹ In an era before highways or wagon roads, river channels were often the preferred arteries of transit across a landscape pockmarked with non-riverine wetlands (pocosins and Carolina bays) and other features that make overland travel difficult.

At the same time, the Lumbee River's sinuous, meandering channels, oxbows, and expansive swamps likely confused attempts by outsiders to explore the area, affording the Lumbee and their ancestors welcome privacy in the rapidly changing world of colonial North Carolina. In these and other ways, the river and its tributaries offered the Lumbee a host of benefits often referred to as "ecosystem services" in the modern-day world of environmental professionals and natural resource managers. This phrase only partially reflects the relationship between the Lumbee and their river, however, as it often implies a unidirectional relationship in which humans are the primary recipients (for example, a river "provides" ecosystem services to a human community). From a Lumbee perspective, the river most certainly provides benefits, but the relationship is also bidirectional. Lumbee people respect and honor the river, and they spend time in and around its waters for work, recreation, and worship. In doing so, the people and the river have each infused the other with identity to the extent that both share the same name.

COMPLEX LANDSCAPES

By the time it reaches the US Geological Survey gaging station clinging to the US Highway 74 bridge near the settlement of Boardman, the Lumbee River drains 3,176 square kilometers of North Carolina's Atlantic Coastal Plain. The station was constructed in 1929 to monitor flow on the river. The continuous record of daily flows reveals the natural rhythms of the river, with spikes corresponding to floods and troughs corresponding to droughts (figure 2). The record, which extends back more than eighty years, shows that hydrologic variation is the status quo on the Lumbee River. The river changes day by day and season by season, yet, with the exception of a few major storms and droughts, flow variations are contained within an envelope of expected high and low flow conditions.¹⁰

Figure 2.



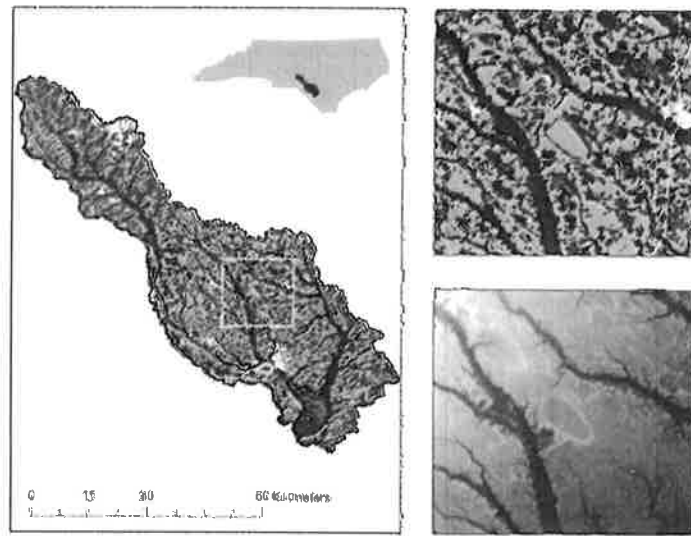
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Eighty-seven-year record of flow (discharge in cubic meters of water per second) for the Lumbee River measured at the US Geological Survey station at Boardman, NC. The grey line shows daily observations, revealing floods as brief, but intense, spikes. The black line is a smoothing average, which reveals more clearly alternating wet and dry periods. Notable droughts include 1981–82 and 2002–3. Credit: Figure by the author using data in the public domain.

The upper reaches of the river meander through the Sandhills, remnants of ancient coastal dunes that formed along ancient shorelines during the Pliocene epoch, approximately 3.5 million years ago.¹¹ The Sandhills mark the inland extent of the Atlantic Ocean during recent geological time, and they are characterized by gently rolling terrain and well-drained, sandy soils. After navigating the Sandhills, the river basin spreads out across the much flatter Coastal Plain (figure 3). Here, broad and level uplands grade into extensive riparian wetlands flanking the Lumbee River and its tributaries. The terrain in this part of the watershed could be described as subtle, not exactly flat but nearly so. Soils derive primarily from sediments that settled to the bottom of ancient seas, exposing large, sandy plains as the sea level fell and waters receded eastward. Scattered across the plains are countless egg-shaped depressions ranging in size from less than one hectare to more than 600 hectares. Known regionally as Carolina bays, these shallow indentions often contain poorly drained soils and support highly diverse wetland

ecosystems. Some of them form shallow, rain-fed lakes. Many Carolina bays were drained artificially for crop cultivation by the mid-twentieth century, and, in recent years, some of these drained wetlands have even been restored to offset wetlands destroyed by highway projects or other construction.

Figure 3.



The Lumbee River basin and its predominant land cover, including wetlands (black), forest (dark grey), fields (light grey), and developed areas (white). The symbol on the North Carolina map indicates the basin's location within the state. Small panels show a magnified view of land cover (upper) and underlying terrain (lower) inside the white box on the main panel. Several Carolina Bays can be seen in the lower small panel. Credit: Figure by the author using data in the public domain.

As one nears the Lumbee River or any of its major tributaries, the land falls off more sharply toward the level of the floodplain. Three to five meters of elevation loss between uplands and floodplain are not uncommon, and the resulting features, known locally as bluffs or banks, can be impressive compared to the flatter uplands. The floodplain itself is a nearly level terrace; only small variations in elevation are perceptible. Uprooted trees, burrowing animals, or other disturbances create this variability, known as microtopography, helping to foster a diverse community of wetland trees, herbs, and other flora.

When rivers flood, waters spill over their banks and spread across the floodplain, often carrying sediment from the channel into the floodplain. In the Lumbee River, this sediment literally comprises the Sandhills, which are constantly eroding. During floods, sediment moves downstream together with nutrients, organic material, and detritus from upstream. Vegetation and microtopography act as baffles to slow currents as they overflow the main channels and spill into the floodplain. Without a churning, turbulent flow to keep this material suspended, it gradually settles out in the floodplain, delivering a fresh layer of sediment, nutrients, and organic matter. Periodic inundation of the floodplain maintains the distinct character of the wetland ecosystems that inhabit the terrace. Because the Lumbee River is free from dams and major water diversions designed to regulate flow, floods continue to occur naturally following very large storms or during long, rainy periods.

Floodplains extend to the riverbanks, which mark the outer edge of the stream channel. Within the channel, perennial currents maintain a dynamic environment of erosion, transport, and deposition that produces constantly evolving meander bends, oxbow lakes, and back channels that cut and carve through the floodplain. Smaller tributaries, with less power to erode and maintain large channels, form riverine swamps consisting of small, interwoven flows threading through the floodplain. These swamps eventually gather enough energy to form singular channels that wind toward the main stem of the Lumbee. From a distance, the waters of these channels appear dark, nearly black. This coloration, which is common for streams rising in the Sandhills or the Coastal Plain, explains their geographic designation as "blackwater streams." Closer inspection reveals the water to be tea-colored, the result of organic matter seeping into the river from adjacent floodplains.

Together, the river, its tributaries, and their floodplains make up a natural system that is more complex, topographically and ecologically, than one might expect given its location within the relatively flat Coastal Plain. Indeed, the entire Atlantic Coastal Plain was recently declared a global biodiversity hotspot by a global conservation group, which acknowledged that misconceptions about the monotonous nature of the region likely contributed to overdue recognition of its ecological significance.¹² These misconceptions derive, at least partially, from the modest topography of the Coastal Plain. Away from rivers, floodplains, and Carolina bays, the landscape seems flat, expansive, and broken up only by artificial canals and scant tree lines separating large fields of corn, soy, and cotton. This flat, agrarian landscape would seem to offer relatively little in terms of biodiversity, but when these uplands are considered as part of a larger environmental system interspersed with streams, swamps, and other wetlands, the case for biological richness seems clearer. Such biodiversity, linked inextricably to the environmental complexity of the region, has also contributed to Lumbee communities and culture that are similarly rich, distinct, and linked inextricably to the rivers and swamps that permeate and course through the Coastal Plain.

COMPLEX COMMUNITIES

Robeson County lies almost entirely within the Lumbee River basin and is the seat of the Lumbee community. In Robeson, every road that goes anywhere eventually crosses a river or swamp. Some crossings are little more than low, marshy dips in the road with a culvert beneath. Other crossings are tall, highway bridges spanning ambiguously deep, black currents below. The Robeson County of my childhood included unnumbered trips along these roads, staring out of car windows and counting river and swamp crossings as we drove from one family homeplace to another. To me, these dips and bridges were simply changes in scenery that broke up the monotony of tobacco fields surrounding the occasional tin-roofed barn or tree-shaded homestead.

I did not realize it at the time, but these country roads cut against the natural grain of the landscape, which is defined by the general direction of the Lumbee River and most of its tributaries (figure 3). Although the stream channels twist and fold within their wide floodplains, they trend steadily from the higher ground of the Sandhills in the northwest, toward the southeast, until just below the county seat of Lumberton. Like a hand with too many fingers, the Lumbee River's branching tributaries run not quite parallel, leaving wide spits of sandy upland between the floodplains. Here, along higher ground, Lumbee settlements coalesced and still exist today. My younger self had no access to aerial photos or satellite products, but these images show instantly that, instead of periodic discontinuities in a broad, sandy landscape, the swampy dips in the road were actually cross sections, perpendicular to the region's dominant structure. It was I who rode along a cross section from one disconnected upland to the next, while the floodplains tracked smoothly and continuously across the landscape.

Lumbee people have farmed these sandy uplands for generations, clearing fields among loblolly and longleaf pines to cultivate a variety of crops, both for income and subsistence. Lumbee farmers historically grew corn, cotton, tobacco, and other cash crops, as did many of the non-Indigenous farmers of the region. Home gardens and medicine cabinets of Lumbee families were supplemented by a variety of wild foods from adjacent rivers, swamps, and wetlands. Blueberries and other wild berries, native to the moist, acidic Carolina bay soils were harvested in warmer months. Yellow perch and various sunfish species were taken year-round from the Lumbee River and its smaller tributaries. Both floodplain and upland forests harbored bay, sassafras, and medicinal plants that served as remedies for a variety of health concerns. Lowland forests also provided durable hardwood and other materials necessary for raising and slaughtering livestock on family farms.

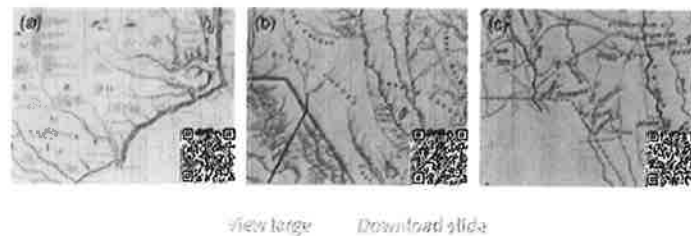
Well-worn paths led from homesteads down into swamps, toward berry bushes, fishing holes, and plant-collecting spots. Maintained through generations, these paths represent physical connections between farms in the uplands and lowland landscapes that sustained Lumbee homesteads. So important were these lowlands that many Lumbee communities, both historically and today, take their names from these tributary swamps. Back Swamp, Deep Branch, Saddletree and other Lumbee settlements adjoin their namesake wetlands and lend their names to churches, schools, and tribal government jurisdictions. Modern conveniences and technologies notwithstanding, the phrase "on the swamp" remains in use today among Lumbees as a substitute for "in the neighborhood."¹³ In terms of natural resources and social structure, the geography of interleaved lowland and upland landscapes throughout the Lumbee River basin clearly contributed to the rise of Lumbee culture and community as it exists today.

ISOLATION AND CONNECTIVITY

The Lumbee River's long, finger-like floodplains, meandering stream channels, swamps, and wetlands played a role in isolating Lumbee communities throughout much of the eighteenth and nineteenth centuries, contributing to the development of a distinct English dialect, foodways, and other cultural markers.¹⁴ The documentary record, together with local knowledge among the Lumbees and their non-Indigenous neighbors confirm that this was a confusing river basin to outsiders, including colonial and later state officials charged with governing this part of North Carolina. Ambiguities in the boundary line between North and South Carolina and shifting county jurisdictions contributed to this confusion, but the sheer difficulty in navigating portions of the Lumbee River basin, both on foot and by boat, certainly did not help matters.

As colonial governments expanded across eastern North Carolina during the early eighteenth century, they surveyed recently claimed territory and created numerous maps for their own practical purposes and for the purposes of their European patrons. The Wilson Library at the University of North Carolina (UNC) has digitized hundreds of these maps, which depict the geography of North Carolina as early as the sixteenth century (see online supplementary material for a table of all of the maps used in the present analysis).¹⁵ The earliest maps (for example, figure 4a) contain vaguely familiar geography, with capes, bays, and barrier islands first coming into focus, and impressions of inland rivers, mountains, and other features appearing on subsequent maps. Many eastern North Carolina rivers were mapped quite accurately during the eighteenth century (for example, figure 4b), which is logical given the critical role of rivers as arteries of trade and colonial expansion. The Roanoke, Neuse, Tar, and Cape Fear Rivers all appear on maps of the early eighteenth century, their forks, branches, and tributaries represented with surprising detail and accuracy. Map representations of lands and rivers farther west, beyond the reach and immediate influence of colonial powers, were much less accurate, of course, often failing to show major rivers at all or showing large rivers or lakes where none exist.

Figure 4.



Historical maps of the Lumbee River region, including (a) 1690 “Map of Carolina,” which omits the Pee Dee River and its tributaries entirely; (b) 1775 “Mouzon Map of North and South Carolina,” which omits downstream reaches of the Lumbee River near present-day Maxton, Pembroke, and Lumberton while inaccurately grafting Drowning Creek onto the Little Pee Dee River; and (c) 1795 “State of North Carolina from the Best Authorities,” which includes the main stem of the Lumbee River but continues to graft its headwaters and tributaries, inaccurately, onto the Little Pee Dee River. Credit: University of North Carolina, Wilson Library, North Carolina Maps, Digital Collection, <https://web.lib.unc.edu/nc-maps/>. Digital copies of maps can be accessed by scanning the quick response codes above or via these links: (a) <http://dc.lib.unc.edu/cdm/ref/collection/ncmaps/id/9598>; (b) <http://dc.lib.unc.edu/cdm/ref/collection/ncmaps/id/125>; and (c) <http://dc.lib.unc.edu/cdm/ref/collection/ncmaps/id/151>.

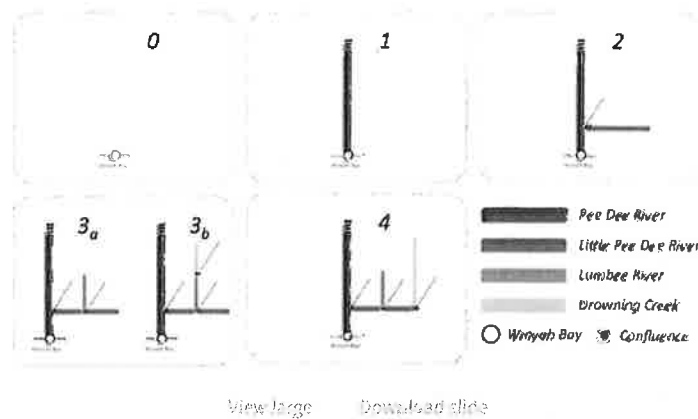
Curiously, the Lumbee River is not depicted at all, by any name, on many pre-1800 maps of North Carolina. This is despite the fact that it flows into the Little Pee Dee River only sixty kilometers from the Atlantic coast and its most distant headwaters are only 200 kilometers away from the coast. Where the Lumbee River does appear, its upper reach, known as Drowning Creek, is often mistakenly grafted onto the Little Pee Dee River, a tributary of the Pee Dee River lying entirely outside of the Lumbee River basin. The first statewide map depicting Lumberton, which is situated on the banks of the Lumbee River, was published in 1795 and includes this major grafting error (figure 4c). Only two out of forty-four pre-1800 maps examined in the UNC collection show the Lumbee River with its headwaters properly attached. Maps published after 1800 often repeated these and other errors associated with the Lumbee River. Fifteen of fifty-two maps in the UNC collection published in 1800 or later contained errors with respect to the Lumbee River. As late as about 1890, commercial mapmaker Rand McNally published a state map of North Carolina that mislabeled the entire main stem of the Lumbee River as the Little Pee Dee River.¹⁶ All the while, most other rivers of the Coastal Plain had been accurately mapped for more than 100 years.

The Lumbee and other local inhabitants certainly understood the geography and connectivity of their river, but the official maps of North Carolina suggest that the region was poorly understood, if not completely obscured to outsiders, until relatively recent times. Critical analysis of these maps may provide new context for interpreting historical accounts of the Lumbee region during the eighteenth century, which often contain confusing or ambiguous statements about the exact locations of Indigenous communities, tribal towns, or frontiers between colonial settlers and tribal territories. Rivers and streams were often used to peg these locations in formal reports to governing bodies, but given the unusually poor representation of this basin on maps, especially prior to 1800, it is difficult to conclude with certainty that surveyors and other colonial representatives actually knew where they were within the basin or if they were in the Lumbee basin at all.

To document more clearly the inability of outsiders to map the Lumbee River and its tributaries, I developed a rubric to score historical maps of North Carolina contained in the UNC collection. Instead of scoring maps on their geographical precision, I scored them on topological accuracy, which is to say their ability to represent how landscapes are arranged. Such an assessment is especially well suited for assessing river networks, including the relative position and connectivity of streams and tributaries within a river basin.¹⁷ In other words, a topological focus emphasizes spatial relationships important to a river-centric perspective. It also overlooks technological limitations of early surveyors and mapmakers that might result in recognizable distortions that are technically inaccurate, but trivial, compared to errors such as the absence of a major river or its key tributaries.

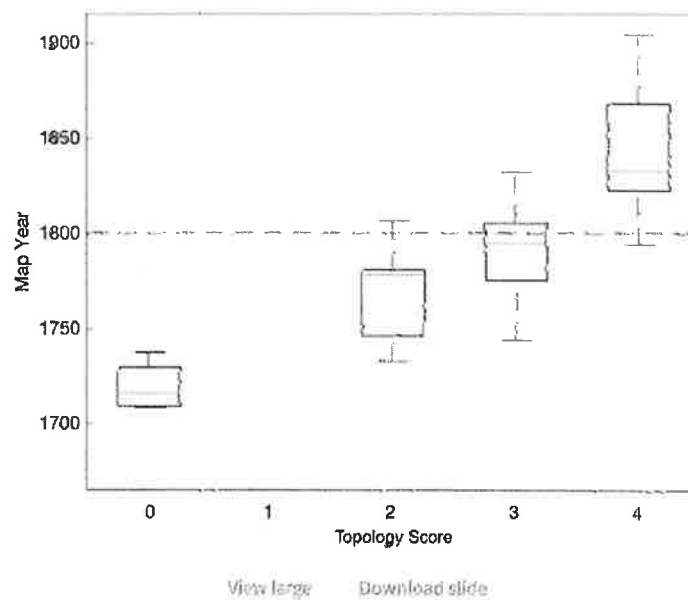
In this case, I scored ninety-six statewide or regional maps of North Carolina, originally published between 1676 and 1904, by their ability to depict the location of the Lumbee River and its headwaters accurately within the network of the Pee Dee River basin (figure 5). A statistical test of the maps’ publication dates grouped by their rubric scores (figure 6) confirms that maps published before about 1800 generally failed to represent the Lumbee River and its headwaters correctly within the Pee Dee River basin.¹⁸ Even after 1800, many maps continued to propagate earlier mistakes regarding the Lumbee River. This analysis complements Lumbee oral traditions about the isolation and protection provided by the river and its tributary swamps. It also suggests that outsider reports (especially pre-1800 reports) referring to the Lumbee or Lumber River, Drowning Creek, and related tributaries of the Pee Dee may not actually refer to modern-day waterways bearing these names.

Figure 5.



Topological rubric for assessing the accuracy of historical maps of the Lumbee River basin. Winyah Bay indicates the Pee Dee River's outlet at the Atlantic Ocean. Credit: Figure by the author.

Figure 6.



Topological scoring results for ninety-six historical maps of North Carolina. Grey lines within boxes indicate median year for each group of scores. Boxes indicate upper and lower quartile of years for each group. Whiskers indicate extreme values, and crosses show statistical outliers. Dashed line indicates the year 1800. Credit: Figure by the author using dataset contained in supplemental file.

By no means does my topological analysis call into question local inhabitants' understanding of the geography and connectivity of their river. Rather, by highlighting the relatively late date for accurate mapping of a Coastal Plain river by Euro-Americans, the analysis emphasizes the relative isolation of the Lumbee River basin during the period in which these maps were published.¹⁹ The analysis mainly lends quantitative support to a call for caution when reading narratives from surveyors and other outsiders reportedly traveling through the area prior to 1800.

The topological analysis also has broader implications for historical studies of the Atlantic Coastal Plain. The analysis serves as a reminder that colonization was not a homogeneous march, westward, from the coast to the interior. Settler colonialism was incomplete, and Indigenous territory was not entirely erased and supplanted by colonizers.²⁰ Places such as the Lumbee River basin were internal frontiers to Euro-American powers, whether those powers realized it or not. At the same time, these places were refugia for Indigenous peoples and others who, for various reasons, lived on the margins or entirely outside of mainstream colonial society.²¹

Ambiguity concerning the geography of the Lumbee River basin began to erode as the timber industry consumed wetland forests of the Coastal Plain beginning in the early nineteenth century. A few decades later, the advent of the railroad helped bring maps into even sharper focus. Railways, like modern highways, cut directly across the natural grain of the landscape, bridging flat uplands by filling in, or bridging over, wetlands and rivers. As a network of railroads and highways expanded across the Coastal Plain, Lumbee farmers found it easier to connect with markets outside of their river basin. Tobacco production benefited especially from easier access to Durham, Winston-Salem, and other hubs of the textile industry.

Throughout most of the twentieth century, tobacco was a crucial income crop for the region, and its cultivation was a family affair. Lumbee elders still speak proudly at family and community events about their individual skills at cropping, tying, curing, and bundling. Photographs and paintings of tobacco barns and mule-drawn sleds, piled high with leaves are commonly on display at cultural events or in Lumbee homes and businesses. Tobacco farming was a touchstone of Lumbee culture until the 1990s, when major US tobacco corporations significantly altered their business practices following a major settlement with state and federal governments. This landmark settlement, together with the termination of governmental price support for tobacco farmers, caused tobacco production to decline across the region with many small farmholders leaving tobacco completely. Much of the remaining tobacco production across North Carolina, including production within the Lumbee River basin, consolidated into fewer and larger agribusinesses.

As the tobacco economy waned, farmers began to seek alternatives to a crop whose commercial production had been central to the Lumbee experience for generations. Many turned to industrial-scale production of hogs and poultry, practices that had grown steadily across the region, even before the tobacco settlement occurred. In fact, by 1995, hog production had become North Carolina's largest source of agricultural income.²² As industrialized hog and, later, poultry production and processing expanded in North Carolina, the Coastal Plain experienced significant social and environmental changes. The Lumbee have experienced these changes along with other North Carolinians in small ways initially but, increasingly, in ways that burden communities and tax the very streams and wetlands that helped shape Lumbee identity.

THE COMPLEX CASE OF INDUSTRIALIZED AGRICULTURE

Sanderson Farms is one of the largest poultry producers in the United States. Headquartered in Mississippi, Sanderson operates several chicken processing plants across the South, including one in the small town of Kinston, about two hours' drive northeast of the Lumbee River basin. The Kinston plant began operating in 2011, and it handles more than one million chickens per week.²³ Chickens are raised on farms in the surrounding countryside that are owned and operated by individual farmers, many of whom formerly raised tobacco or descend from generations of tobacco farmers. These farmers sign business contracts with Sanderson, receiving chicks, feed, and other supplies from company-approved sources, and selling their chickens at company-determined prices.²⁴ This type of arrangement is not unique to Sanderson; Tyson, Perdue, and other familiar names from most US supermarkets operate such facilities in North Carolina and contract with their own networks of independent farmers.

Rather than the pastoral barnyards of yesteryear, modern-day poultry farms tend to be industrial operations designed to raise chickens as efficiently as possible. Chickens are raised in long metal sheds, up to 150 meters in length, each of which may house tens of thousands of birds. Termed concentrated animal feeding operations (CAFOs) by the US Environmental Protection Agency, these facilities work year-round to meet the million-chicken-per-week appetite of facilities such as the Sanderson plant in Kinston.²⁵

Within the supply chain for poultry, CAFOs play an important role in satisfying the global demand for meat. This demand increases not only with global population growth but also with increasing wealth, urbanization, and modernization in developing countries. Most poultry CAFOs are categorized as "dry" by state regulators, which means they do not have on-site wastewater treatment systems.²⁶ Unlike hog and cattle CAFOs, which pipe waste to sewage lagoons adjacent to animal sheds, poultry waste is collected in a semisolid form, loaded into trailers, and either given away or sold as fertilizer for local crops. These crops include soy and corn destined to become chicken feed. For crop growers, this waste, rich in both nitrogen and phosphorus, is less expensive than synthetic fertilizer and is appealing to farmers who frequently operate on profit margins ranging from thin to nonexistent. This arrangement offers a certain symbiosis to CAFO operators and crop growers, solving waste disposal problems for the former and fertilizer-sourcing problems for the latter.²⁷ Overseer corporations such as Sanderson operate feed mills that rely on locally sourced, CAFO-fertilized corn and soybeans. On the surface, the efficiency and symbiosis of this system seem both logical from a business standpoint and ecologically sustainable. However, as CAFOs expand across North Carolina's Coastal Plain, replacing tobacco and other crops, a number of unintended consequences have become apparent.

The most prominent local ecological impacts of CAFOs stem from leaking waste lagoons and the spreading of waste onto nearby fields.²⁸ Surplus nitrogen and phosphorus, not taken up by crops or ground cover, infiltrate into soils during storms and quickly reach shallow groundwater. Because the water table is normally close to the surface (often within about one meter), infiltrating water has a relatively short distance to travel between the surface and the water table. This distance becomes even shorter as the water table rises during wet periods. Once nitrogen and phosphorus reach the water table, the nutrients filter through soils and sediments, and some eventually reach wetlands and streams. Some of the nutrients are filtered out by wetlands, bound to sediments, taken up by plants, or transformed into atmospheric gases by soil microbes. These mediating properties of wetlands are well understood by the scientific community, and both regulators and managers claim to place high value on wetlands and other riparian ecosystems for their water quality benefits. Nutrients that pass through the wetland gauntlet typically discharge into swamps or streams. Once they reach bodies of surface water, nutrients accelerate the growth of algae and other aquatic flora to unsustainable rates. Eventually, algae and other aquatic growth die back. The decomposition of dead biomass consumes

Skinner, M. R. 2010. The nitrogen present in the water body, reducing water quality and often resulting in fish kills.

If storms are large enough or last long enough, nutrients from chicken waste can also reach water bodies without ever experiencing the mediating benefits of wetland soils and plants. This occurs when infiltrating rainfall causes the water table to reach, or even rise above, the ground surface. With soils completely saturated, additional rain has nowhere else to go, and local flooding occurs. Most people who have spent much time in the Coastal Plain have witnessed this phenomenon; farm fields, yards, and roadsides disappear beneath pools of water that spread suddenly from low spots on the landscape. Ponds appear in uplands that are far away from rivers, swamps, and canals, eventually connecting with one another and with larger bodies of water. Under these conditions, chicken waste and other material applied to fields will flow directly into streams and other surface water bodies. In addition to nutrients, waste from chicken CAFOs may contain pathogens (bacteria and viruses) and residual feed additives, including pharmaceuticals and heavy metals. Ongoing research documents the persistence and impacts of these emerging contaminants in the environment.²⁹

Besides impacting water, CAFOs and their waste products affect human well-being. Residents in the vicinity of CAFO sheds or crop fields fertilized with CAFO waste deal with odors and respiratory irritation.³⁰ Roadways constructed for low-density, rural traffic are burdened by heavy trucks and often littered with feathers and other debris associated with transporting chickens and waste. One crop field, fertilized with chicken waste, may pose a nuisance or respiratory hazard to a few local residents. Similarly, a single crop field fertilized with chicken waste may have minimal impacts on local groundwater and surface water. However, one CAFO shed may export its waste to several crop fields. Moreover, a single processing facility such as Sanderson's Kinston plant can require hundreds of individual CAFOs to supply its chickens. With hundreds of CAFOs supplying chickens and thousands of crop fields needed to spread the waste, these small impacts have the potential to compound rapidly into major impacts on environmental quality and human well-being. Together with the externalized impacts on surrounding communities, the compounded effects of processing plants, CAFOs and waste-receiving fields have long been absent from discussions about economics and regulatory frameworks surrounding these operations. These effects are some of the emergent properties of a complex system that has spread across North Carolina's Coastal Plain.

While not the epicenter of poultry CAFOs in North Carolina, the Lumbee River basin has seen an increasing share of these facilities in recent years. Crop fields and pastures are slowly giving way to rows of CAFO sheds and waste-fertilized fields, both of which frequently waft acrid fumes from concentrated poultry waste toward neighboring homes. This transformation has proceeded at a relatively mild pace in recent years. However, in early 2015, the small Robeson County town of St. Pauls announced plans to host a new Sanderson Farms processing plant, the company's second in the state after Kinston. Along with the plant would come hundreds of new CAFOs to supply the processing plant with chickens. Many of these CAFOs may be located within the Lumbee River basin.

Initially dubbed "Project Apple" by town and county commissioners, plans included economic incentives from local and state governments to entice Sanderson to build in St. Pauls.³¹ The company planned to purchase 300 acres of farmland surrounding the proposed facility to dispose of its wastewater. In North Carolina, partially treated wastewater from municipal and industrial sources may be disposed of via aboveground irrigation systems that spray wastewater onto forest soils or cover crops. These so-called "land application" systems are well-established ways of disposing of wastewater in parts of North Carolina, and as long as spray volumes from an individual operation do not exceed 1.5 million gallons per day, state permits and regulations are relatively lax.³² Additionally, operators of land application systems avoid more stringent federal requirements associated with wastewater discharge permits under the Clean Water Act, which stipulates that wastewater must be treated to high, site-specific standards before it can be discharged into rivers or streams.³³ Sanderson facilities in other states operate under such discharge permits, and the US Environmental Protection Agency has cited the company many times for violating the conditions of these permits.³⁴ With this in mind, Sanderson proposed a land application system instead of a wastewater discharge system for its new facility on the outskirts of St. Pauls. The system has a capacity of 1.4 million gallons per day, placing it just under the 1.5 million-gallons-per-day threshold for more stringent regulation.

The company originally planned to build this facility in the town of Wilson, close enough to the Kinston plant that the two facilities could share a feed mill. However, local citizens objected over concerns about drinking water contamination, as did local citizens in Cumberland County (which adjoins Robeson County) when Sanderson proposed to build there. Rebuffed by these communities, Sanderson turned to Robeson County, where poor economic conditions, receptive local governments, and a relatively sparse population offered little resistance to the proposed facility. St. Pauls itself is a predominantly white community, although the countryside surrounding the proposed facility is home to a large number of Lumbee residents.

At least one group of stakeholders spoke out against Sanderson's proposal. In 2015, a group comprising Lumbees, local residents of St. Pauls, and a local river advocacy organization petitioned the North Carolina Department of Environmental Quality to either reject Sanderson's proposed land application permit or place tighter restrictions and monitoring criteria on water quality in the soil and water table beneath the proposed land application fields. Of chief concern to this group was water quality in Big Marsh, a tributary to the Lumbee River. Land application fields spanned both sides of Big Marsh, and the proposed irrigation volume of 1.4 million gallons per day was roughly equivalent to the average annual rainfall in this region. By essentially doubling the rainfall, the group argued that Sanderson's proposed system would likely saturate soils and induce rapid runoff of partially treated wastewater into Big Marsh. State regulators disagreed and approved Sanderson's land application permit in late 2015 with minimal monitoring requirements. Construction on the plant and land application infrastructure began in 2015, and the plant began operating in 2017.

Lumbees have diverse opinions on the Sanderson Farms plant and the hundreds of new CAFOs that it will bring to the region. Nearby neighbors of existing CAFOs and waste application fields are generally disgusted by the facilities, complaining primarily about poor air quality. Many farmers who have invested in CAFOs themselves are resigned to the reality of industrialized agriculture, and some talk lightheartedly about the “smell of money.” Opinions span the spectrum between these two positions as well. A surprising number of people in Robeson County have yet to recognize the link between the new processing plant and an increased number of CAFOs in the surrounding countryside. Many Lumbees view the plant itself as an employment engine for the poorest, most unemployed county in the state, disconnected from the potential environmental and human health impacts of industrialized agriculture.

At least two other groups understand very well the connections between industrial activities and environmental quality within the Lumbee River basin. The first group consists of landowners adjacent to the spray fields. During the past few years, “for sale” signs have appeared along the main highway and side roads that run along these fields. This group clearly understands the impending effects of Sanderson’s waste disposal operations. The second is a group of Lumbees who first met in 2015 to share their concerns about CAFOs and other industrial activities. The meeting was held in Pembroke, the cultural and political center of the Lumbee Tribe, and it was attended by a wide cross section of Lumbees and allies ranging from schoolchildren and college students to middle-aged workers and retired elders. After opening with traditional prayers and teachings about the sanctity of water, the meeting transitioned into a question-and-answer period about the environmental impacts of CAFOs and about other environmental hazards in the area, including a coal ash storage pond adjacent to the Lumbee River and an interstate natural gas pipeline expected to terminate near Pembroke. Of key concern was the loss of traditional agricultural and subsistence practices due to CAFO and processing plant impacts on water quality and air quality. Attendees also raised questions about climate change: how might warmer summers, more hurricanes, and other changes threaten the Lumbees’ ability to interact with our river and wetlands; would climate change compound problems associated with CAFOs, coal ash, or natural gas pipelines?

I attended the meeting in Pembroke and answered some of these questions from the perspective of an environmental scientist. I talked about nitrogen and phosphorus and how they impact surface waters. I explained the distinction between natural gas pipelines, which can explode catastrophically or leak potent greenhouse gases into the atmosphere, and petroleum pipelines, which can cause disastrous oil spills. The local Riverkeeper representative explained Duke Energy’s long-term plan for excavating coal ash from the unlined pits adjacent to the river in the wake of a disastrous ash spill, eighteen months prior, on another river along the Virginia border. As a scientist, I found the discussion logical and informative. As a Lumbee, I found that I had questions that still had not been answered: does the Lumbee Tribe have a voice when it comes to the proliferation of CAFOs, the excavation of coal ash, or the routing of a pipeline through our own territory; if the tribe does have a voice, is anyone obliged to listen?

Individual Lumbees are free to speak for themselves in regard to CAFOs, fossil fuels, and other environmental concerns. Groups, such as the one meeting in Pembroke, can certainly organize themselves and make their collective voice heard. The Lumbee Tribe, however, has a constitution and a government authorized to speak and act on its behalf. The present-day Lumbee tribal government was constituted in 2000, succeeding earlier proto-governmental structures and informal networks of swamp and town leadership.³⁵ The tribal chairman and tribal council have traditionally focused resources and policies toward issues related to housing, health care, education, and jobs. This is understandable, given Robeson County’s status at or near the bottom ranking of many socioeconomic factors in North Carolina. The needs of the Lumbee Tribe and the county as a whole are acute and many. In this context, environmental concerns often seem, to put it in the vernacular, “like first world problems.” With limited time and resources to expend, the tribal government has prioritized other issues perceived by many tribal members as more pressing than the environment.

Until recently, the tribal government has spoken very little about environmental concerns. As an environmental scientist, links between the natural environment and human well-being seem obvious. Historically, the Lumbee have recognized and valued these links as well, particularly in terms of the sustaining virtues of our river and swamps. As a new generation of tribal leaders grapples with industrialized agriculture, the handling of fossil fuels and their wastes, and climate change, my hope is that they continue to draw wisdom and insight from cultural preservation and renewal that is ongoing within the tribe. One encouraging sign occurred in 2016, when the tribal government signed a letter of support for the Indigenous water protectors near the Standing Rock reservation in North Dakota. Soon afterwards, representatives from the Lumbee Tribe traveled to Standing Rock in a show of physical support. This action was largely symbolic, but it follows in the tradition of Lumbees supporting other Indigenous peoples in their efforts to address issues of concern, with education featuring most prominently among these issues.

The Lumbee tribal government’s actions toward Standing Rock suggest that the tribe does, indeed, have a voice when it comes to present-day concerns about water quality and landscape change that have already arrived in Lumbee communities. It remains to be seen whether or not that voice will be heard where and when it matters most. Unlike American Indian tribes with full federal recognition, Lumbee recognition resides in a state of limbo. In 1956, US Congress passed a law that acknowledged Lumbee people as American Indians but simultaneously denied the tribe a government-to-government relationship with the United States. The so-called Lumbee Act was passed during the Termination era, a period during the mid-twentieth century in which the federal government “unilaterally severed its political relationship with a number of tribes” as a means of accelerating assimilation of American Indians into mainstream American society.³⁶ The Lumbee are the last tribe in the United States still subjected to this type of mid-century federal legislation. This policy has affected Lumbees in many ways—legally, socially, and individually—but, in the context of my experience at the community meeting in Pembroke, the Lumbee Act speaks clearly: whereas the federal government guarantees other tribes consultation on activities that affect environmental and cultural resources within their territories, the

Lumbee Tribe enjoys no such protection. In other words, Lumbee sovereignty is unacknowledged when it comes to matters affecting their own environment and natural resources.

Individual Lumbees may petition authorities to remedy environmental inequities, as may any other private citizen or stakeholder group. These actions, however, are fundamentally different from formal consultation with a tribe that has its own jurisdictional territory and environmental regulations. Lumbee petitions for full federal recognition appeal to history, economics, and social justice. These are all worthy reasons to correct the 1956 Lumbee Act, and Lumbee leaders have spent decades urging Congress, via bills introduced by North Carolina's congressional delegation, to amend the act and confer full recognition on the tribe.³⁷

An additional reason to confer full recognition on the Lumbee Tribe relates to environmental justice. Recognition would help ensure that Lumbee values associated with land and water are considered during decision-making processes in the Lumbee River basin. Decisions about land use, water quality, and other environmental issues are complicated, but the Indigenous peoples of this region have deeper, place-based knowledge about this region than anyone else. Indeed, both the National Environmental Justice Advisory Council (NEJAC) and the Advisory Council on Historic Preservation (ACHP) have recommended that federal agencies consider granting consultation status to non-federally recognized tribes when it comes to regulatory actions affecting the cultural landscapes of these tribes.³⁸ Both advisory bodies acknowledge that lack of federal status does not change the deep, place-based ties between Indigenous peoples, their cultures, and their traditionally held territories. In early 2018, the Lumbee Tribal Council passed a resolution that exerted the tribe's sovereignty and challenged federal and state regulators to follow the NEJAC and ACHP recommendations concerning tribal consultation. The resolution called on regulators to consult with the tribe concerning the proposed natural gas pipeline, which would cut through traditional Lumbee territory and run through or near some of the largest American Indian communities in the eastern United States.³⁹ As of mid-2018, regulators had not responded to the resolution. On the other hand, if the Lumbee Tribe had been fully recognized by the federal government, federal statutes would have required regulators to engage in formal consultation with the tribe prior to issuing permits for development and other activities affecting environmental or cultural resources within the tribe's traditional territories. Consultation does not guarantee that tribal perspectives and values actually influence decision-making, but, at a minimum, it ensures that Indigenous perspectives are heard.

CONCLUSION

In October 2016, rains from Hurricane Matthew hammered the Lumbee River basin. More than thirty centimeters of rain fell across the basin in about one day. This amount of rainfall, combined with soils that were nearly saturated from a previous tropical storm, overwhelmed the Lumbee River, causing unprecedented regional flooding as the river broke free from its banks, inundated the floodplain, and kept rising. Four days after the hurricane, when the river finally peaked at the US Geological Survey station near Boardman, floodwaters extended across wide swaths of the basin. Buildings were flooded on the campus of UNC Pembroke, an institution founded by and for Lumbees in the 1880s. Portions of Lumberton were under water. Multiday electricity and drinking water outages sent many to shelters or to relatives' homes outside of the region. Countless freezers of winter food supplies were spoiled. Everyone in the Lumbee community was either directly impacted by the flood or knew someone who had been. In many ways, Hurricane Matthew served as a wake-up call to the Lumbee, reminding them of the river's destructive potential and of the powerful natural forces that created the landscapes and riverscapes intimately linked to their culture. The hurricane is a reminder that the Lumbee are people of this river, in both good times and bad.

Although it is impossible to link a specific hurricane to global climate change, scientists expect future hurricanes to be more intense and to bring more rain than in the past.⁴⁰ Flooding from Hurricane Matthew was unprecedented in the recorded history of the Lumbee River basin, but it may represent a new normal for future generations. Ironically, as Hurricane Matthew bore down on the East Coast, my research group was completing a hydrologic modeling study of future flow conditions in the Lumbee River. Our work was motivated by observations of declining water availability in parts of the southeastern United States and model projections that suggest these declines will continue into the future.⁴¹ Specifically, more frequent and more intense droughts are expected to occur in the southeastern United States as a result of climate change. Juxtaposed against the disastrous floods brought about by Hurricane Matthew, these observations suggest that the Lumbee and other communities of the Southeast face the wicked problem of dealing simultaneously with more droughts and more floods. These conditions lie beyond the envelope of variability experienced by our ancestors, but Lumbees have proven time and again their capacity to adapt to changes brought about by settler colonialism, economic disadvantage, or present-day environmental pressures. Through careful preparation and application of their Indigenous knowledge, which incorporates a deep understanding of the environmental history of the Lumbee River and its surrounding landscapes, Lumbee people, like the river itself, can successfully adapt to climate change, industrialized agriculture, and other twenty-first-century challenges.

SUPPLEMENTARY MATERIAL

Red Pedagogy -Herbal Remedies of the Lumbee Indians – Environmental Sciences

- 1) Pete “Spotted Turtle” Clark’s healing philosophy was Mind over Matter.
- 2) Tar, Pitch, and Turpentine were called Naval Stores
- 3) Earl Carter is the Lumbee “keeper of the sacred fire”
- 4) Sweet Gum tree sap can help stop bleeding and act as a natural antiseptic
- 5) Pine Tops were used by the Lumbee to make medicine to treat respiratory ailments. Naval Stores (tar, pitch, and turpentine) were used in medicines also.
- 6) A tea like substance is called a decoction or infusion
- 7) A Salve is medicine put into deer tallow or hog lard for a medicinal crème.
- 8) Pulse diagnosis was a type of diagnosis done by Vernon Cooper.
- 9) Many Lumbee would make a toothbrush from the Beech tree.
- 10) A type of cooked wild greens to “build the blood” was Poke (Pokeberry).
- 11) The Fox Grape leaves were thought to reduce swelling and the grapes were thought to boost the immune system.
- 12) The fruit from the Black Gum or Black Haw can help check (stop) diarrhea.
- 13) When experiencing heart pain many Lumbee would paste the Heart Leaf leaves to their chest (wild ginger).
- 14) When sweetgrass and/or sage is burned to cleanse an area it is often called Smudging.
- 15) Many Lumbee families went to Claxton, Georgia in the late 19th century to gather Naval Stores from the Pine trees. A pine beetle infestation had devastated many pines in Robeson County.
- 16) A type of application where a plant was chopped, boiled in water, combined with tallow or Slippery Elm paste and a cloth was placed over the wound was a Poultice.
- 17) This tobacco like plant was often stuffed in pillows to aid in treating asthma or respiratory difficulties was Mullein
- 18) Called “Ratsy Vein”. This plant was known to be an insect repellant as well as an aid for Kidney Stones was known as Pipsissewa.
- 19) The plants often used as a base for external medicinal applications were Slippery Elm sap or Flax.
- 20) A tea made from Corn or Corn Silks was used to treat kidney stones (gravel).
- 21) Mr. Vernon Cooper believed that plants could be divided in male or female.
- 22) Combining two or more plants to increase the potency of a cure was called the shotgun heart remedy.
- 23) Vernon Cooper was the most prominent Lumbee medicine man.
- 24) This plants’ root was used to treat infection and its leaves were used to provide a pleasant scent to soap.
- 25) Vestal, Croom, and Steedly were three researchers who studied and documented Lumbee herbal remedies.

Arvis Boughman

Red Pedagogy, STEM, and NC Essential Standards

Conner Sandefur, Chickasaw, Professor at UNCP

- 1) Catalogue plants and animals at Lumbee Nation Cultural Center
 - 2) Post informational signage about traditional medicines
 - 3) Create garden plan based on soil and sunlight characteristics
- 2) Dr. Sandefur did the lesson plan with Indigenous students during June 2019.
- 3) There are commonalities in the Red Pedagogy lesson plan, the STEM lesson plan, and the NC Essential Standards for Science

Natural Indigenous Habitats: Propagate Traditional Southeastern Native Plants

Inputs:

These resources are needed for activities

- Hard copies of maps of the cultural center
- iNaturalist app installed on smart phones, tablets or other device with a camera that can connect to the internet (via Wi-Fi or cellular data)
- Staff to assist participants
- Notebooks & pencils
- Signage supplies
- One or more copies of Herbal Remedies of the Lumbee Indians (Boughman and Oxendine, 2003)
- PowerPoint
- Web browser

Activities:

Participants will engage in

- Create account with iNaturalist, take photos of plants, and upload photos to iNaturalist for crowd-sourced identification
- Use traditional knowledge sources to research indigenous uses of plants and use this information to create informational signs about plants at the Cultural Center
- Use online databases to characterize plant growth conditions and label a map with these growth conditions

Outputs: through the

activities, participants will create

- List of plants southwest of lake at Lumbee Nation Cultural Center
- Informational signage posted along nature trail and near powwow grounds
- Labeled map of Cultural Center southwest of lake with identified soil and sunlight characteristics

Outcomes: after completing

these activities, participants will be able to

- Utilize iNaturalist to identify plants and animals
- Describe uses of traditional medicines
- Identify plant-specific soil and sunlight conditions

Ecology Expedition

Zip-lining may be fun, but it can also be used to explore the ecosystems that exist along the rim of the New River Gorge. Incorporating curriculum-standard-based activities, teachers will be able to enrich textbook lessons through a hands-on science day. During this full day trip, students learn how plants, animals and non-living factors play critical roles in their environment. Among other activities that teach self-awareness and human impacts, students will record the biodiversity of the New River Gorge.

Objectives/Understandings:

- Learn how certain plants and animals adapt to and change their environment
- Learn how parts of an ecosystem are interrelated
- Practice critical thinking skills by debating an environmental issue
- Learn to identify common plant, tree and animal species on the ACE property
- Learn about dichotomous keys and practice using them

Essential Questions/Guiding Questions:

- What is an ecosystem?
- How are abiotic factors, plants and animals interrelated?
- What plant and animal species can be found in the New River Gorge?
- How do some plant and animal species adapt to their environment?
- Is climate change affecting local flora and fauna?
- How can laymen contribute to science?

Activity Descriptions

Carrying Capacity - An active game that demonstrates the dynamic nature of populations within an ecosystem.

Energy Pipeline - This activity demonstrates the concept that energy is lost as you move from plants to herbivores to carnivores in the food chain. It shows students that it is more "energetically expensive" to be higher up on the food chain.

Zip-lining - Students will have the opportunity to view different ecosystems while traveling by zip-line. They will also learn that zip-lines were first used by scientists to help them travel through their test sites. There are 5 zips and 2 sky bridges included in the day's activities.

Citizen Science Project - Students will participate in a project to plot the biodiversity of the New River Gorge. Using iNaturalist (a citizen science database) they will classify and record specimens to be uploaded. Students will then complete a simple worksheet that demonstrates what can be done with the information they have collected.

Beaver Ecology - Students will participate in a lesson that demonstrates the effect beavers have on the surrounding environment and how they have adapted genetically to it.

The Great Debate - Students will practice their debate skills by participating in a discussion about one of three topics: invasive species, recreational use of land or climate change -- (or choose your own).

S.T.E.M. Lesson Plan

Ecology



Links:

National Park Service's New River Gorge - Start exploring our ecosystem!

<http://www.nps.gov/neri/index.htm>

West Virginia Division of Natural Resources Publications:

<http://www.wvdnr.gov/publications/publications.shtm>

iNaturalist - A citizen science database for recording observation about the natural world.

<http://www.inaturalist.org/>

Ecosystems- NC Essential Standards

	Essential Standard	Clarifying Objectives	
3.L.2	Understand how plants survive in their environments.	3.L.2.1	Remember the function of the following structures as it relates to the survival of plants in their environments: <ul style="list-style-type: none"> • Roots – absorb nutrients • Stems – provide support • Leaves – synthesize food • Flowers – attract pollinators and produce seeds for reproduction
		3.L.2.2	Explain how environmental conditions determine how well plants survive and grow.
		3.L.2.3	Summarize the distinct stages of the life cycle of seed plants.
		3.L.2.4	Explain how the basic properties (texture and capacity to hold water) and components (sand, clay and humus) of soil determine the ability of soil to support the growth and survival of many plants.

Shared Life
Experiences -
Connections

Christian
Religion ~ Indian
Spirituality

Pride in
Identity

Work
Roles

Indian
Politics

Discrimination-
Racism

Henry Berry
Lowrie
Struggles

Interrelated
with Other
Tribes

Shared History-Subjects -Ages 100-44
Ordinary People: Untucking Oral Teachings, Traditions, and
Stories of Southeastern (Lumbee) Indians
BDD, 2002

Values and Practices
Ordinary People:
Untucking Oral
Teachings, Traditions,
and Stories of
Southeastern
(Lumbee) Indians

BDD, 2002

Respect, Honest, Harmony, Cooperation

Humor, Fun, Contentment

Collective Values, Beliefs,
Belonging

Interdependence/Extended Family

Connection to larger tribe

Land, Home, Hunting, Fishing,
Environment

Stories, Oral teachings, Traditional
Medicines

- Extended family is always worthy of great consideration.
- Southeastern Indians are usually not confrontational, unless provoked.
- Many tribes use current AI communities as shared territories; the southeastern Indians are combinations and remnants of multiple tribes.
- Connections with other tribes nationally have existed throughout shared history.
- Native languages were spoken among southeastern Indians.
- Southeastern Indian historically did not trade with money. If something was needed concerning livelihood, the Natives bartered with work. This is also a practice that continues presently.
- Religion and spirituality is a pivotal cultural component in southeastern Native culture.
- Spirituality can be an individual or collective experience. Religion and spirituality are practiced daily. These practices are grounded in cooperativeness, sharing, and belonging.



Appendix D: Yearly Academic Calendar

Old Main STREAM Academy

Old Main STREAM Academic
Calendar 2020-2021

July 2020						
Su	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2021						
Su	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

August 2020						
Su	M	T	W	Th	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

December 2020						
Su	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18**	19
20	21	22	23	24	25	26
27	28	29	30	31		

March 2021						
Su	M	T	W	Th	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2020						
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

January 2021						
Su	M	T	W	Th	F	S
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3	4	5	6	7	8R	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2021						
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18	19	20	21	22	23	24
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October 2020						
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November 2020						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Key	
	1st Day of School
	Professional Development Teacher Workday
	Holiday
**	12 PM Dismissal
	Progress Report– End of Grading Period
R	Report Cards
	Last Day of School

May 2021						
Su	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
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16	17	18	19	20	21	22
23	24	25	26** R	27	28	29
30	31					

June 2021						
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20	21	22	23	24	25	26
27	28	29	30			

July 2020						
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August 2020						
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30	31					

September 2020						
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27	28	29	30			

October 2020						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Old Main STREAM Academy
2020-2021
Board Meetings
School & Community Council
Parent-Teacher-Organization
Advisory Body Council

December 2020						
Su	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021						
Su	M	T	W	Th	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Key	
	Board Meetings- 1st Tuesday 5:30 pm
	SCC Meetings-TBD
	PTO Meetings-TBD
	Advisory Body Council-TBD

February 2021						
Su	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
Su	M	T	W	Th	F	S
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
Su	M	T	W	Th	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
Su	M	T	W	Th	F	S
		1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Appendix E: Daily and Weekly Schedule for Each Grade Band the School Will Ultimately Serve

Old Main STREAM Academy

School: Old Main STREAM Academy			Grade: Kindergarten-2 nd Grade	
Principal Signature:			Teacher Signature:	
Mission– Old Main STREAM Academy engages students in relevant, rigorous, college and career readiness STREAM disciplines purposed to grow Indigenous leader practitioners that demonstrate preparedness, persistence, self-determination, commitment, and vision for the good of the people.				
Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:15- Breakfast Children are greeted as they arrive Children put belongings away; Children complete morning jobs Children become engaged with STREAM table manipulatives ●	7:45-8:15-Breakfast -Children are greeted as they arrive Children put belongings away; Children complete morning jobs Children become engaged with STREAM table manipulatives	7:45-8:15- Breakfast Children are greeted as they arrive Children put belongings away; Children complete morning jobs Children become engaged with STREAM table manipulatives	7:45-8:15-Breakfast-Children are greeted as they arrive Children put belongings away; Children complete morning jobs Children become engaged with STREAM table manipulatives	7:45-8:15-Breakfast -Children are greeted as they arrive Children put belongings away; Children complete morning jobs Children become engaged with STREAM table manipulatives
8:15 – 8:55 Class- meeting/Morning Message/Calendar Mathematics/songs ●	8:15 – 8:55 Class- meeting/Morning Message/Calendar Mathematics/songs	8:15 – 8:55 Class- meeting/Morning Message/Calendar Mathematics/songs	8:15 – 8:55 Class- meeting/Morning Message/Calendar Mathematics/songs	8:15 – 8:55 Class- meeting/Morning Message/Calendar Mathematics/songs
8:55-9:25-Writer’s Workshop/Writer’s Portfolio ●	8:55-9:25-Writer’s Workshop/Writer’s Portfolio	8:55-9:25-Writer’s Workshop/Writer’s Portfolio	8:55-9:25-Writer’s Workshop/Writer’s Portfolio	8:55-9:25-Writer’s Workshop/Writer’s Portfolio
9:25-10:05-Reading Groups/STREAM Problem-Solving ●	9:25-10:05-Reading Groups/STREAM Leadership	9:25-10:05-Curriculum Arts/Music/Technology/STREAM Activity	9:25-10:05-Reading Groups/Word Study	9:25-10:05--Reading Groups
Interactive, Shared, Guided, Independent, Mini-lessons ●	Interactive, Shared, Guided, Independent, Mini-lessons	Interactive, Shared, Guided, Independent, Mini-lessons	Interactive, Shared, Guided, Independent, Mini-lessons	Interactive, Shared, Guided, Independent, Mini-lessons
10:05-11:45-Language Arts/Literacy Block/Whole group instruction/●	10:05-11:45-Language Arts/Literacy Block/Whole group instruction/Shared Reading	10:05-11:45-Language Arts/Literacy Block/Whole group instruction/Shared Reading	10:05-11:45-Language Arts/Literacy Block/Whole group instruction/Shared Reading	10:05-11:45-Language Arts/Literacy Block/Whole group instruction/Shared Reading
11:45-12:15-Math Instruction ●	11:45-12:15-Math Instruction	11:45-12:15-Math Instruction	11:45-12:15-Math Instruction	11:45-12:15-Math Instruction
12:15-12:45-Lunch	12:15-12:45-Lunch	12:15-12:45-Lunch	12:15-12:45-Lunch	12:15-12:45-Lunch
12:45-1:15-Physical Education ●	12:45-1:15-Physical Education	12:45-1:15-Physical Education	12:45-1:15-Physical Education	12:45-1:15-Physical Education
1:15-2:15	1:15-2:15	1:15-2:15	1:15-2:15	1:15-2:15
Mathematics/Science/Social Studies/STREAM Hands-On Instruction●	Mathematics/Science/Social Studies/STREAM Hands-On Instruction	Mathematics/Science/Social Studies/STREAM Hands-On Instruction	Mathematics/Science/Social Studies/STREAM Hands-On Instruction	Mathematics/Science/Social Studies/STREAM Hands-On Instruction
2:15-3:00-Health/small group remediation/pack up	2:15-3:00-Arts Curriculum/River/small group remediation/pack up	2:15-3:00-Student choice of activity/River/small group remediation/pack up	2:15-3:00-Health/small group remediation/pack up	2:15-3:00-Arts Curriculum/small group remediation/pack up
Instructional Minutes by Classroom Teacher 405	Instructional Minutes by Classroom Teacher 405	Instructional Minutes by Classroom Teacher 405	Instructional Minutes by Classroom Teacher 405	Instructional Minutes by Classroom Teacher 405
Total Instructional Minutes 405	Total Instructional Minutes 405	Total Instructional Minutes 405	Total Instructional Minutes 405	Total Instructional Minutes 405
*On a monthly basis, students will be required to participate and/or produce a project that demonstrates an understanding of the Red Pedagogy framework. ● Indicates that Red Pedagogy can be infused in content lessons—and aligned with goals and objectives.				

School: Old Main STREAM Academy			Grade: 3-5	
Principal Signature:			Teacher Signature:	
Mission-- Old Main STREAM Academy engages students in relevant, rigorous, college and career readiness STREAM disciplines purposed to grow Indigenous leader practitioners that demonstrate preparedness, persistence, self-determination, commitment, and vision for the good of the People				
Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:15-Breakfast- Children are greeted as they arrive Children put belongings away; Children complete morning jobs. Writing /Word Study/ STREAM Activities ●	7:45-8:15– Breakfast- Children are greeted as they arrive Children put belongings away; Children complete morning jobs. Writing/Word Study/ STREAM Activities	7:45-8:15– Breakfast Children are greeted as they arrive Children put belongings away; Children complete morning jobs. Writing/Word Study/ STREAM Activities	7:45-8:15-Breakfast-Children are greeted as they arrive Children put belongings away; Children complete morning jobs. Writing/Word Study/ STREAM Activities	7:45-8:15-Brealfast-Children are greeted as they arrive Children put belongings away; Children complete morning jobs /Reading/Writing Word Study/STREAM Activities
8:15 – 9:20 STREAM Reader’s Workshop ●	8:15 – 9:20 STREAM Reader’s Workshop	8:15-9:20– STREAM Reader’s Workshop	8:15 – 9:20 STREAM Reader’s Workshop	8:15 – 9:20– STREAM Reader’s Workshop
Shared , Guided, Independent ●	Shared , Guided, Independent	Shared , Guided, Independent	Shared , Guided, Independent	Shared , Guided, Independent
9:20-10:05-Literacy/ELA	9:20– 10:05– Literacy/ELA	9:20– 10:05 –Literacy/ELA	9:20-10:05-Literacy/ELA	9:20-10:05– Literacy/ELA
10:05-10:45-Leadership Technology, Engineering– River (Specials) ●	10:05-10:45– Leadership/Arts Curriculum,/Music-River (Specials)	10:05-10:45-Leadership /Media– DEAR-Technology (Specials)	10:05-10:45-Leadership/Technology – Engineering (Specials)	10:05-10:45-Leadership/ Arts Curriculum/Music/River (Special)
10:45-11:30-Writer’s Workshop/ Writing Portfolios	10:45-11-30-Writer’s Workshop/ Writing Portfolios	10:45-11:30-Writer’s Workshop/ Writing Portfolios	10:45-11:30– Writer’s Workshop/ Writing Portfolios	10:45-11:30-Writer’s Workshop/ Writing Portfolios
11:30-12:00– Lunch ●	11:30-12:00-Lunch	11:30-12:00– Lunch	11:30-12:00– Lunch	11:30– Lunch
12:00-1:00-Math Workshop	12:00-1:00 Math Workshop	12:00-1:00-Math Workshop	12:00-1:00-Math Workshop	12:00-1:00-Math Workshop
1:00-2:00– STREAM Science/Hands-on Instruction ●	1:00-2:00-STREAM Science/Hands-on Instruction	1:00-2:00-STREAM Science/Hands-on Instruction	1:00-2:00-STREAM Science/Hands-on Instruction	1:00-2:00-STREAM Science/Hands-On Instruction
2:00-2:30– Physical Education ●	2:00-2:30-Physical Education	2:00-2:30-Physical Education	2:00-2:30-Physical Education	2:00-2:30-Physical Education
2:30-3:00Science/ Health/Social Studies/Hands-On Instruction	2:30-3:00Science/ Health/Social Studies/Hands-On Instruction	2:30-3:00Science/ Health/Social Studies/Hands-On Instruction	2:30-3:00Science/ Health/Social Studies/Hands-On Instruction	2:30-3:00Science/ Health/Social Studies/Hands-On Instruction
Instructional Minutes by Classroom Teacher <u>405</u>	Instructional Minutes by Classroom Teacher <u>405</u>	Instructional Minutes by Classroom Teacher <u>405</u>	Instructional Minutes by Classroom Teacher <u>405</u>	Instructional Minutes by Classroom Teacher <u>405</u>
Total Instructional Minutes 405	Total Instructional Minutes 405	Total Instructional Minutes 405	Total Instructional Minutes 405	Total Instructional Minutes <u>405</u> ●
*On a monthly basis, students will be required to participate and/or produce a project that demonstrates an understanding of the Red Pedagogy framework. Indicates that Red Pedagogy can be infused in content lessons —and aligned with subject goals and objectives.				

School: Old Main STREAM Academy

Grade: 6-8

Principal Signature:

Teacher Signature:

Mission– Old Main STREAM Academy engages students in relevant, rigorous, college and career readiness STREAM disciplines purposed to grow Indigenous leader practitioners that demonstrate preparedness, persistence, self-determination, commitment, and vision for the good of the People

Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:15-HR/Check-In/Problem of the Week/Study Prep 8:15 – 8:55-ELA-Reading ● 8:55-9:25– STREAM Reading ● 9:25-10:05-Leadership Projects/ STREAM Challenge Project/ Arts Curriculum ● 10:05-11:10-Math ● 11:10-12:00– Writing Class/Writing Portfolios ● 12:00-1:00-Math ● 1:00-1:30– Lunch 1:30 –2:15-STREAM Science ● Social Studies ● 2:15-2:45-Physical Education ● 2:45-3:00-Intervention/Enrichment/ STREAM Tasks ●	7:45-8:15-HR/Check-In/Drop Everything and Read/Study Prep 8:15 – 8:55-ELA-Reading 8:55-9:25-STREAM Reading 9:25-10:05-Leadership Projects/ STREAM Challenge Project/Writing Portfolios/Arts Curriculum 10:05-11:10-Math 11:10-12:00– Writing Class/Writing Portfolios 12:00-1:00-Math 1:00-1:30– Lunch 1:30 –2:15-STREAM Science 2:15-2:45-Health 2:45-3:00-Intervention/Enrichment/ STREAM Tasks	7:45-8:15-HR/Check-In/Drop Everything and Read/Study Prep 8:15 – 8:55-ELA– Reading 8:55-9:25-STREAM Reading 9:25-10:05-Leadership Projects/ STREAM Challenge Project/Writing Portfolios/Arts Curriculum 10:05-11:10-Math 11:10-12:00– Writing Class/Writing Portfolios 12:00-1:00-Math 1:00-1:30– Lunch 1:30 –2:15-STREAM Science/ Social Studies 2:15-2:45-Physical Education 2:45-3:00-Intervention/Enrichment/ STREAM Tasks	7:45-8:15-HR/Check-In/Drop Everything and Read/Study Prep 8:15 – 8:55-ELA-Reading 8:55-9:25-STREAM Reading 9:25-10:05-Leadership Projects/ STREAM Challenge Project/Writing Portfolios/Arts Curriculum 10:05-11:10-Math 11:10-12:00– Writing Class/Writing Portfolios 12:00-1:00-Math 1:00-1:30– Lunch 1:30 –2:15-STREAM Science/ Social Studies 2:15-2:45-Health 2:45-3:00-Intervention/Enrichment/ STREAM Tasks	7:45-8:15-HR/Check-In/Drop Everything and Read/Study Prep /Problem of the Week Analysis 8:15 – 8:55-ELA-Reading 8:55-9:25-STREAM Reading 9:25-10:05-Leadership Projects/ STREAM Challenge Project/Writing Portfolios/Arts Curriculum 10:05-11:10-Math 11:10-12:00– Writing Class/Writing Portfolios 12:00-1:00-Math 1:00-1:30– Lunch 1:30 –2:15-STREAM Science 2:15-2:45-Physical Education 2:45-3:00-Intervention/Enrichment/ STREAM Tasks
Instructional Minutes by Classroom Teacher <u>405</u>	Instructional Minutes by Classroom Teacher <u>405</u>	Instructional Minutes by Classroom Teacher <u>405</u>	Instructional Minutes by Classroom Teacher <u>405</u>	Instructional Minutes by Classroom Teacher <u>405</u>
Total Instructional Minutes <u>405</u>	Total Instructional Minutes <u>405</u>	Total Instructional Minutes <u>405</u>	Total Instructional Minutes <u>405</u>	Total Instructional Minutes <u>405</u>

***On a monthly basis, students will be required to participate and/or produce a project that demonstrates an understanding of the Red Pedagogy framework. ● Indicates that Red Pedagogy can be infused in content lessons – and aligned with goals and objectives.**



Appendix F: Federal Documentation of Tax- Exempt Status

Old Main STREAM Academy



DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

Date of this notice: 06-06-2018

Employer Identification Number:
83-1462526

Form: SS-4

Number of this notice: CP 575 A

OLD MAIN STREAM ACADEMY
57 CHIEF DR
PEMBROKE, NC 28372

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 83-1462526. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 940	01/31/2020
Form 943	01/31/2020
Form 1120	04/15/2019

If you have questions about the form(s) or the due date(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

IMPORTANT INFORMATION FOR S CORPORATION ELECTION:

If you intend to elect to file your return as a small business corporation, an election to file a Form 1120-S must be made within certain timeframes and the corporation must meet certain tests. All of this information is included in the instructions for Form 2553, *Election by a Small Business Corporation*.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents (payroll service providers) are available to assist you. Visit the IRS Web site at www.irs.gov for a list of companies that offer IRS e-file for business products and services. The list provides addresses, telephone numbers, and links to their Web sites.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you. You may give a copy of this document to anyone asking for proof of your EIN.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.

If you have questions about your EIN, you can call us at the phone number or write to us at the address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you do not need to write us, do not complete and return the stub.

Your name control associated with this EIN is OLD M. You will need to provide this information, along with your EIN, if you file your returns electronically.

Thank you for your cooperation.

575A

08-06-2018 OLDM B 9999999999 SS-4

CP 575 A (Rev. 7-2007)

CP 575 A

9999999999999

Your Telephone Number **Best Time to Call** DATE OF THIS NOTICE: 08-06-2018
() EMPLOYER IDENTIFICATION NUMBER: 83-1462526
FORM: SS-4 NOTICE

INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

OLD MAIN STREAM ACADEMY
57 CHIEF DR
PEMBROKE, NC 28372

**EIN Assistant**

Your Progress: 1. Identity 2. Authenticate 3. Addresses 4. Details 5. EIN Confirmation

Additional information about your EIN

We suggest you print this page for your records.

When Can You Use Your EIN?

This EIN is your permanent number and can be used immediately for most of your business needs, including:

- Opening a bank account
- Applying for business licenses
- Filing a tax return by mail

However, it will take up to two weeks before your EIN becomes part of the IRS's permanent records. You must wait until this occurs before you can:

- File an electronic return
- Make an electronic payment
- Pass an IRS Taxpayer Identification Number (TIN) matching program

Next Steps

You can download IRS forms, publications, and tax returns at <http://www.irs.gov/formpubs>

Corrections?

If you need to make changes to your organization's information, you must do so in writing and mail the information to the address provided at http://www.irs.gov/feature/0_id=11135.00.htm

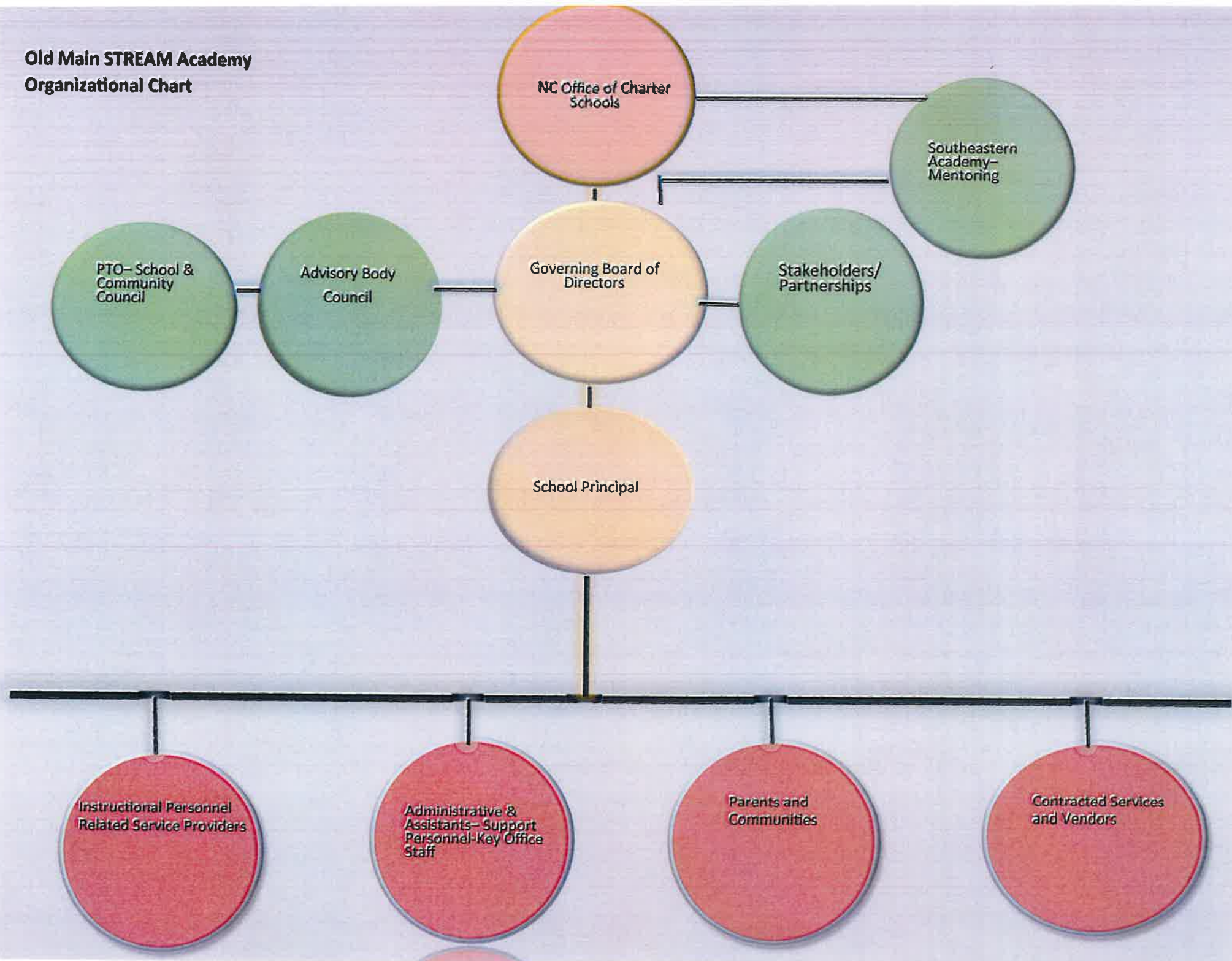
<< Back

Continue >>

Appendix G: Organizational Chart

Old Main STREAM Academy

**Old Main STREAM Academy
Organizational Chart**



Appendix H: Charter School Board Member Response and Resume

Old Main STREAM Academy

DR. ROSE MARIE LOWRY-TOWNSEND

P.O. BOX 3639
Pembroke, North Carolina 28372

rlowrytownsend@bellsouth.net

(910) 521-0045 [H]
(910) 316-2493 [C]

Demonstrated record of achievement and responsibility recognized over 30+ years of administrative, management, and executive leadership serving as academic and educational officer in global institutions. A dynamic and confident personality blended with a strong work ethic and collaborative management style. Focused on advancing the mission of the institution through shared governance, a deep respect for scholarship, and strong capacity to cultivate financial support.

CORE COMPETENCY AREAS

Educational Program Development
Operational Services
District Education Activities
Fiscal Management / Accountability
Strong Communication Skills
Human Resource Management and Compliance Issues

Schedule Implementation / Inspections
Regulations / Policies / Trainer
Strategic Planning / Change Management
State & Federal Compliance / Crisis Management

Curriculum Development/ Complaint Resolution/ Communication Issues
Client Advocate / Promoter / Mentor
Accreditation / Accountability for Policies and Procedures Development and Compliance/ Recruitment

FORMAL EDUCATION & CERTIFICATIONS

APPALACHIAN STATE UNIVERSITY, Boone, N.C. ξ (1976)
UNC-GREENSBORO, Greensboro, N.C. ξ *MED (Grades 4-9) / Curriculum Specialist* (1979)
PEMBROKE STATE UNIVERSITY, Pembroke, N.C. ξ *Administration* (1980)
EAST CAROLINA UNIVERSITY, Greenville, N.C. ξ *Educational Specialist in Administration – Level II Certification* (1982)
CAMPBELL UNIVERSITY, Buies Creek, N.C. ξ *Doctorate in Education Administration* (1994)

PROFESSIONAL EXPERIENCE

LUMBEE TRIBE OF NORTH CAROLINA, PEMBROKE, NC
Director, Youth Services (2015-Present)

CUMBERLAND COUNTY SCHOOLS, Fayetteville, NC
Mentor, Assistant Principal (2013-2014)

LUMBEE TRIBE OF NORTH CAROLINA, Pembroke, NC
Tribal Administrator (2010-2011)

TOMORROW'S CONSULTANTS, Pembroke, NC
Consultant (2009-2010)

CHEROKEE CENTRAL SCHOOLS, Cherokee, North Carolina
Superintendent (2006 ~ 2009)

ROBESON COUNTY SCHOOLS, Lumberton, North Carolina
Assistant Superintendent of Human Resources (2004 – 2006)
Principal (1996-2004)

NCAE, Raleigh, North Carolina
Vice President / President Elect (1990-1991), (1992-1993), (1994-1995)
President (1991-1992), (1993-1994), (1995, 1996)

ROBESON COUNTY SCHOOLS, Lumberton, North Carolina
Director of Federal Project (1980-1984)
Principal (1984 – 1990)
Teacher (1975 – 1980)

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Old Main STREAM Academy

2. Full name: Rose Marie Lowry-Townsend

Home Address: P. O. Box 3639 Pembroke, NC 28372

Business Name and Address: Lumbee Tribe of North Carolina P. O. Box 2709 Pembroke, NC 28372

Telephone No.: 910-316-2493

E-mail address: rlowrytownsend@bellsouth.net

3. Brief educational and employment history.

FORMAL EDUCATION & CERTIFICATIONS ..

APPALACHIAN STATE UNIVERSITY, Boone, N.C. 5 (1976) UNC-GREENSBORO, Greensboro, N.C. *EMED (Grades 4-9) / Curriculum Specialist* (1979) PEMBROKE STATE UNIVERSITY, Pembroke, N.C. & *Administration* (1980) EAST CAROLINA UNIVERSITY, Greenville, N.C. & *Educational Specialist in Administration – Level II Certification* (1982) CAMPBELL UNIVERSITY, Buies Creek, N.C. & *Doctorate in Education Administration* (1994)

PROFESSIONAL EXPERIENCE

LUMBEE TRIBE OF NORTH CAROLINA, PEMBROKE, NC Director, Youth Services (2015-Present)

CUMBERLAND COUNTY SCHOOLS, Fayetteville, NC Mentor, Assistant Principal (2013-2014)

LUMBEE TRIBE OF NORTH CAROLINA, Pembroke, NC Tribal Administrator (2010-2011)

TOMORROW'S CONSULTANTS, Pembroke, NC Consultant (2009-2010)

CHEROKEE CENTRAL SCHOOLS, Cherokee, North Carolina Superintendent (2006 - 2009)

ROBESON COUNTY SCHOOLS, Lumberton, North Carolina Assistant Superintendent of Human Resources (2004-2006) Principal (1996-2004)

NCAE, Raleigh, North Carolina Vice President / President Elect (1990-1991), (1992-1993), (1994-1995) President (1991-1992), (1993-1994), (1995, 1996)

ROBESON COUNTY SCHOOLS, Lumberton, North Carolina Director of Federal Project (1980-1984) Principal (1984 - 1990) Teacher (1975 - 1980)

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: ☐ Yes: ☒

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

No, I was not recruited to serve on the Board, I was one of the founding board members of the School. I also was a writer in the School's charter application. I wish to serve on this board to help ensure the vision of the proposed school meets the needs of students who have an interest in the areas of science, technology, reading, engineering, the arts, and math.

6. What is your understanding of the appropriate role of a public charter school board member?
- To provide the strategic vision for the school
 - To hire the leaders of the school and hold them accountable for the academic success of the school
 - To provide financial oversight for the school

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have not served on a charter school's board, but I have served on various other Boards of non-profits at the State and National levels.
8. Describe the specific knowledge and experience that you would bring to the board.
I have a career in education that spans over 30 years. I began my career as a classroom teacher. I worked at the Central Office as an Assistant Superintendent of Personnel, a grant writer and Superintendent. I spent 6 years as an officer with the largest professional educators' organization in North Carolina. This position gave me opportunities to work on policies and procedures that influenced education and educators across North Carolina.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The preparing of students for college and career readiness so they can be future leaders.
2. What is your understanding of the school's proposed educational program?
The education focus of this school will be in the areas of science, technology, reading, engineering, art and math. The school will help students with interests in these areas succeed through self-identity and cultural connectedness.
3. What do you believe to be the characteristics of a successful school?
A successful school is one that sets high standards, provides opportunities for success and holds stakeholders accountable.
4. How will you know that the school is succeeding (or not) in its mission?
Monthly reports will be required from the principal at each board meeting. Opportunities will be given for staff, student and parental input.

Governance

1. Describe the role that the board will play in the school's operation.
Development of policies and provide financial oversight.
2. How will you know if the school is successful at the end of the first year of operation?
Data: this will include successes of students, staff, parents and community stakeholders.
3. How will you know at the end of five years of the schools is successful?
Collection of data: this will include successes of students, staff, parents and community stakeholders over the five-year period.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Communication with all stakeholders. Evaluation of programming and staff.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would express my concern to the board and ask that an ethics committee within the board evaluate the situation.

*Please include the following with your Information Form

- a one-page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, Rose Marie Lowry-Townsend, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Old Main STREAM Academy Charter School is true and correct in every respect



Signature

Date

2/24/19

Appendix I – Board Member Background Certification Statement and Completed Background Check*

Charter School Board Member Background Check Form

Certification Statement:

***Note:** To be completed individually by each proposed founding charter school board member. Form must be signed by hand.*

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Rose Marie Lowry-Townsend, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Rose Marie Lowry-Townsend Date 7/29/19

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Brenda Dial Deese

P.O. Box 1084
Pembroke, NC 28372

Home Tel: (910) 521.9037
Cell: (910) 734.5025
brendadialdeese@gmail.com

Academic Background

Doctor of Philosophy (Ph.D.) in Curriculum, Instruction, and Counselor Education

Course Concentration—Psychology and Development of Worldview

Dissertation- Ordinary People: Untucking Oral Teachings, Traditions, and Stories of Southeastern Indians

North Carolina State University

May 2002

Interdisciplinary Studies in Adult and Community College Education,
Educational Leadership and Higher Education

North Carolina State University

December 1995

Certification in Educational Administration and Supervision

Professional Specialization: Kindergarten -12th grades

Pembroke State University

June 1989

Master of Education (M.Ed.) in Guidance and Counseling

Professional Specialization: Kindergarten – 12th grades School Counseling July 1984

Campbell University

Bachelor of Science (B.S.) in Elementary Education

Professional Specialization: Kindergarten – 6th grades

Pembroke State University

May 1983

Licenses, Certifications, and Professional Service

National Certified Counselor (NCC)

Certificate - 67969

North Carolina Licensed Professional Counselor (NCLPC) License - 3607

North Carolina Licensed Professional Counselor Supervisor License -S3607

Collaborative Institutional Training Initiative (CITI Program) – NIH Funded Research

University of Washington – Indigenous Wellness Research Institute

Ethics Training for Health in Indigenous Communities

Trained to determine culturally relevant research ethics for American Indians and Alaskan Natives

Professional Profile

Educational Consultant ~ Adjunct Professor

Current

- AmeriCorps VISTA-Grant Writer- Boys & Girls Clubs- Indian Country *Just Funded – Healthy Native North Carolinians – Lumbee Young Hands (May 2019)
- Founder~ *OBED* Indigenous Leadership Styles (OILS) Assessment (Current and Ongoing)
- Creator and Owner – Cinnamon Wit, LLC Website <http://cinnamonwit.com> (Current and Ongoing)
- External Program Evaluator-Lumbee Tribe (HUD) and Education Grants- Project 3C, Project ACCESS, SAMHSA
- Intertribal Talking Circle for the Prevention of Substance Abuse (Florida State University) Grant Number: 1R01DA035143-01A1 Intertribal Talking Circle Coordinator -Community-based participatory research - Choctaw (Oklahoma), Ojibwe (Minnesota), Lumbee (North Carolina)
- University of North Carolina at Pembroke – College of Health Sciences
- School Counseling Internship I and II –(CNS 6130) Groups in Counseling – (CNS 5100)



Charter School Board Member Information Form

***Note:** To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: **Old Main STREAM Academy**
2. Full name: **Brenda Dial Deese**

Home Address: **PO Box 1084 Pembroke, NC 28372**

Business Name and Address: **Consultant, External Evaluator, and Adjunct Instructor**

Telephone No.: **910 734-5025**

E-mail address: **brendadialdeese@gmail.com**

3. Brief educational and employment history.
PhD in Counselor Education, Consultant, VISTA, External Evaluator, Research, Director for Student Services, First American Teachers Education, Students Services Counselor (TRIO), School Counselor, Classroom Teacher
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: x ☐ Yes: ☐

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

It was a grassroots effort, I have invested in the OMS educational model, and the process for the school. I want to serve on the board to assure that the vision of OMS is implemented with integrity and to assist the community in growth and well-being.

6. What is your understanding of the appropriate role of a public charter school board member?
The school board member is held accountable by the authorizer, the state, the federal government, and public to ensure that the school is operating in accordance with its original purpose. There are many responsibilities, including legal and fiduciary.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have experience working at the school district level, including managing budgets, analyzing weaknesses in student populations, and designing programs to support students that are identified as minority, educationally disadvantaged, and impacted by poverty. I have experience evaluating school programs. I also have worked with leaders in multiple capacities and served on various Boards.
8. Describe the specific knowledge and experience that you would bring to the board.
Working with marginalized populations, curriculums that are designed in education for mainstream students and tested with marginalized students, curriculums in general, budget experience, grant writing, and leadership experience.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The mission is framed to increase expectations and the educational culture for a marginalized population. The mission is to help young people realize that they should grow their abilities, learn leadership attributes, and sustain a way of life.
2. What is your understanding of the school's proposed educational program?
The program promises to use core disciplines and use traditional ways to make those courses of study relevant.
3. What do you believe to be the characteristics of a successful school?
I believe that the characteristics include the buy-in of the community, parents, and stakeholders. Success is also defined by performance standards and students demonstrating progressive growth.
4. How will you know that the school is succeeding (or not) in its mission?
If the school maintains the school goals and the student performance standards are achieved. OMS has succeeded in its mission. If community members and stakeholders want their children to attend OMS, the mission is achieved. If the school grows leaders and it is demonstrated through careers and in life, the school is successful. If the school can achieve financial security because of a reputation for relevant, rigorous, college and career readiness STREAM discipline and the infusion of Red Pedagogy- it is successful



Governance

1. Describe the role that the board will play in the school's operation.
-The academic programs are successful, the school's operational programs comply with all terms of its charter, the school is compliant in all statutory and regulatory requirements, that the school is financially solvent, to ensure that competent professional staff are hired to carry out the operation plan.
2. How will you know if the school is successful at the end of the first year of operation?
The students met or exceeded student performance goals and the budget demonstrates good decisions and sound financing. That stakeholders want to be a part of OMS.
3. How will you know at the end of five years if the school is successful?
OMS meets projected student enrollment and continues to grow, student performance demonstrates growth and exceeds proficiency, that there is financial stability, and stakeholders and partnerships demonstrate support for OMS.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
We must make sure that OMS performs through clear evaluative measures. That the mission of the school is achieved. And that we should ask 'how well' questions.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Dialogue and communication are essential. People should be given the opportunity to explain their position, but ethical principles and standards must be adhered to, bottom line. This in fact, connects to the OMS mission statement, in growing Indigenous leader practitioners that have vision for the good of the People.

*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification

I, Kendal Rial Quest, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Old Main STREAM Charter School is true and correct in every respect.

Kendal Rial Quest

Signature

07-25-2019

Date

Charter School Board Member Background Check Form

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Brenda Dial Deese, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature



Date

07-28-2019

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature

Date

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Denise Hunt

Pembroke, NC 28372
dhlumbee@gmail.com
(252) 916-2797

Work Experience

Adjunct English Instructor

Fayetteville Technical Community College
2014 to Present

I teach ENG-111 and ENG 112 courses online. I must maintain an online presence, as well as create lessons that translate well in a virtual environment.

Lead Instructional Coach

North Carolina New Teacher Support Program (UNC-P)
August 2013 to Present

As a lead instructional coach for the North Carolina New Teacher Support Program, I provide coaching for beginning teachers. I co-teach, model, observe, and provide feedback for beginning teachers. I provide resources for teachers, model for teachers how to use data to drive instruction, and I work with teachers to develop lesson plans and units of study. I also create and deliver professional development for beginning teachers. I utilize coaching cycles to ensure the development of the teachers with whom I work. I also build strong relationships with the administrators and district leaders to ensure the effectiveness of my program. Within the last year, I have taken on the role of a lead instructional coach. I support and collaborate with the coaches in the program. I also play an integral role in developing the broader support program in UNC-Pembroke's College of Education. I work closely with NC New Teacher Support Coach Director, partnering districts and school leadership, UNC system Schools of Education and others to ensure that the program of support is effective for new teachers.

Adjunct English Instructor

Robeson Community College
2013 to Present

I teach developmental English courses at the community college. The classes are hybrid in nature, so they require an online presence. I prepare course syllabi, and I enhance students' learning through effective technology use. I also prepare and teach engaging lessons. I provide activities and presentations that aid in student learning. I provide one-one-conferences with students via e-mail or in person. I design lessons that reflect the new standards that were adopted for the DRE courses.

Adult High School English Instructor

Robeson Community College
2012 to 2013

I taught adult students English I, English II, English III, and English IV. I also collaborated with stakeholders in the program to make decisions about the curriculum that impacts the entire Adult High School program. I monitored student attendance and encouraged students to attend via e-mail or phone call. I designed assignments that adhered to the new Common Core ELA standards.

- > Curriculum Ventures- I was chosen from a pool of applicants to receive instruction in the latest technology based classroom strategies. After training was received, I had to provide professional development to the staff at my school, as well as the teachers who work in my LEA.
- > Saturday Academy Curriculum Coordinator- Our school provided Saturday instruction for those students who needed extra tutoring for the EOG's. I was asked to create EOG preparation curriculum for these Saturday sessions. This curriculum was used by teachers working with Saturday Academy students.
- > Saturday Academy Coordinator- I arranged for teachers, bus drivers, schedules, and curriculum for C.M. Eppes' Saturday Academy program.
- > Summer Academy Coordinator- Summer Academy served the population of students who failed the EOG's. As administrator of this program, I hired teachers and bus drivers. My job was to act as principal for this program. I also coordinated the testing for Summer Academy.
- > Consultant for the Department of Public Instruction- I helped to create the new standards for teacher candidates for middle school English. I also reviewed the blueprints for teacher education programs around the state.
- > Lead Teacher- As lead teacher, I acted as liaison between the 7th grade team and administration.
- > English Department Chair- I was responsible for English curriculum in each grade level, and I ensured that there was overall consistency with English instruction at my school.
- > Certified Writing Trainer for Pitt County Schools- As a trainer for Pitt County Schools, I was responsible for ensuring new teachers at my school were trained in writing across the curriculum.
- > Coordinator of Accelerated Reader program- I was responsible for ensuring that all classes were correctly using the Accelerated Reader program. I was also in charge of procuring books for those classrooms that didn't have access to books.
- > Teacher for Weed & Seed Program- I coordinated an accelerated reading and writing program to fast track students to high school. This was a summer bridge program for our students going into high school.
- > TPAI Training- I received training on the Teacher Performance Appraisal Instrument. My administrators assigned me teachers to observe throughout the school year.

7th Grade English Language Arts Teacher

Pembroke Middle School

1998 to 1999

Developed lesson plans and taught 7th grade students English Language Arts

Education

Ed.D in Educational Leadership

University of North Carolina at Wilmington - Wilmington, NC

2014 to Present

Certification

East Carolina University

2001

M.A. in English

Western Carolina University - Cullowhee, NC

1998

Joseph E. Roberts, Jr., MD
300 West 27th St.
Lumberton, NC 28358
(910) 671-5058
(910) 735-8657
joeiamiel4@yahoo.com

EMPLOYMENT

- Southeastern Regional Medical Center (2017- Present)
Vice President Clinical Effectiveness and Medical Affairs
Lumberton, NC
- Southeastern Regional Medical Center (2016-2017)
Medical Director- Hospitalist Program
Lumberton, NC
- Lumber River Family Practice (1994-2016)
Family Practitioner/Owner
Lumberton, NC
- Scotland Memorial Hospital (1993-1994) *Assistant Director-
Emergency Department Staff*
Laurinburg, NC
- Choctaw Nation Indian Hospital (1990-1993)
Staff Physician
Talihina, OK
- Southeastern Oklahoma Medical Center (1991-1993) *Emergency
Department Physician (Part-time)*
Durant, NC
- Moses H. Cone Memorial Hospital (1987-1990)
Resident Medical Staff
Greensboro, NC
- Annie Penn Hospital (1989-1990)
Emergency Department Physician (Part-time)
Reidsville, NC
- Greensboro Hospital (1989-1990)
Emergency Department Physician (Part-time)
Greensboro, NC

EDUCATION

- Moses Cone Hospital (1987-1990)
Family Practice Residency (Dr. Tom Cable, Director)
Greensboro, NC
- University of North Carolina School of Medicine (1983-1987)
Doctor of Medicine
Chapel Hill, NC
- Davidson College (1979-1983)
Bachelor of Science-Pre-Medicine
Davidson, NC

CERTIFICATIONS

- American Board of Family Medicine certified Family Practice (2017)
- Diplomat for the American Board of Family Medicine

PROFESSIONAL MEMBERSHIPS

- Southern Medical Association
- American Academy of Family Practice
- North Carolina Academy of Family Practice
- Association of American Indian Practice
- University of NC at Chapel Hill Medical Alumni Association

APPOINTMENTS

- Medical Staff President-Southeastern Regional Medical Center (2012-2014)
- Medical Doctor-Robeson County Board of Health (2000-2008)
- Medical Director-Glen Flora Nursing Home (1994-Present)
- Medical Director-Community Hospice (2000-Present)
- Chairman-Department of Medicine-Southeastern Regional Medical Center (2005-2006)
- Chairman-P & T Committee-Southeastern Regional Medical Center (2008-Present)
- Chairman- Southeastern Regional Medical Center Credentials Committee (2014-Present)
- Member-SMA Medical Education Committee (2012)
- Member-Novo Nordisk Multi-Cultural Advisory Board
- Member-Medical Executive Committee- Southeastern Regional Medical Center
- Preceptor-Duke University Medical Center
- Preceptor-University of NC at Chapel Hill

Charter School Board Member Information Form

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As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Old Main Stream Academy
2. Full name: Joseph Earl Roberts, Jr

Home Address: 302 4th St Pembroke, NC 28372

Business Name and Address: Southeastern Health 300 West 27th St Lumberton 28358

Telephone No.: 9106187139

E-mail address: robert03@srmc.org

3. Brief educational and employment history.
Davidson College-Undergraduate1983. UNC School of Medicine-1987. Lumber River Family Practice for 22 years 1994-2016. VP of Medical Affairs SE Health 2016-present.
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: ☐ Yes: ☒

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
Recruited due to educational background and leadership experience. I wish to serve due to my commitment to my community and ethnic background.

6. What is your understanding of the appropriate role of a public charter school board member?
To be the governing/responsible entity of the school.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have served on multiple boards including Southeastern Health Board, Pine Cone Health Board and Multicultural Advisory Board through Novo Nordisk.
8. Describe the specific knowledge and experience that you would bring to the board.
Leadership experience, knowledge of the community, relationships developed with other organizations and a desire to improve our community.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
To improve the educational opportunities and experience for Native American children.
2. What is your understanding of the school's proposed educational program?
Standard curriculum with and added mixture of culture and leadership development.
3. What do you believe to be the characteristics of a successful school?
An improvement in pride associated with the school and community with increased entrance to undergraduate and postgraduate studies.
4. How will you know that the school is succeeding (or not) in its mission?
Test scores, college acceptances, talk in the community and an increase in applicants year over year.

Governance

1. Describe the role that the board will play in the school's operation.
Be the governing body with the ability to make decisions regarding high level decisions with input from staff.
2. How will you know if the school is successful at the end of the first year of operation?
Talk in the community, # of applicants the following year, test scores and retainment of staff.
3. How will you know at the end of five years of the schools is successful?
Demand for entrance, test scores, growth of facilities, scholarships attained and community projects.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Ongoing education to ensure best practices being followed, relationship building and bonding among board and board engagement.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Ensure that bylaws are written to ensure a policy is followed to deal with this type of situation. Also requires a strong chairman.

*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification

I, Joseph E Roberts, Jr, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Old Main Stream Charter School is true and correct in every respect.

Joseph E Roberts, Jr

Signature

Date 07/28/2019

Charter School Board Member Background Check Form

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Joseph Roberts, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date 7/29/19

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**

LEMARK HARRIS
2493 Whistling Rufus Rd
Pembroke, NC 28372
(910) 668-1189

EDUCATION:

Master of Business Administration, May, 1994 Campbell University, Buies Creek, NC

Business Administration: Accounting and Management, May, 1989, University of North Carolina at Pembroke, Pembroke, NC

EMPLOYMENT HISTORY:

Executive Director, Pembroke Housing Authority, July 1993 Instructor, Robeson Community College, Mid to Late 1990's

Budget Analyst, University of North Carolina at Pembroke, Employed June, 1989, through June, 1993.

Staff Accountant, Edwards and Lewis, Certified Public Accountants, Employed January, 1989, through June, 1989.

COMMUNITY SERVICE:

Vice-chairman, Lumbee Regional Development Association, Board of Directors; Past Chairman, Board of Directors, Pembroke Area Chamber of Commerce; Past Member, Lumbee Guaranty Bank Advisory Board, Pembroke Branch; Past Member, Robeson County Board of Equalization & Review; President, Helping Hands for Progress, Inc.; Past Director, Robeson County Boys & Girls Club of America; President, Pembroke Kiwanis Club; Secretary, Pembroke Kiwanis Club; Chairman, Lumbee Tribal Elections Board, 2001-2003; Chairman, Robeson County Board of Elections, 1997-2003; Member, Robeson County Board of Elections, 1996-97; Member, Pembroke Jaycees, 1990-97; Treasurer, Pembroke Jaycees, 1994-97; Registrar, Philadelphus Precinct, 1991-95; Member Representative, Pembroke Chamber of Commerce, 1994-95; Member, Financial Records System Plus Implementation Team, 1992-93 Participant, Kettering Foundation National Issues Forum, 1992; Member, Employee Grievance Committee, UNC-Pembroke, 1990-92; Secretary, Braves Club, University of North Carolina at Pembroke, 1991, Director, Southeastern Utilities Development Corporation, Red Springs; Vice-chairman, Indian Honor Association of Robeson County, Inc. Treasurer, Union Chapel Methodist Church Young Adult Mission Fund

CERTIFICATIONS/ MEMBERSHIPS:

Municipal Administration Certificate, UNC School of Government, 2006 - Public Housing Manager (PHM), NAHRO, 1993 - Licensed Real Estate Broker, State of North Carolina, 2004



Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Old Main STREAM Academy

2. Full name: Mr. Lemark Harris

Home Address: 2493 Whistling Rufus Rd, Pembroke, NC 28372

Business Name and Address: (retired)

Telephone No.: 910.668.1189

E-mail address: Lemark.harris@gmail.com

3. Brief educational and employment history.

MBA, Campbell University, 1994; Bachelor of Science, Business Administration, UNCP, 1988.

Employed as Executive Director for Pembroke Housing Authority from 1993 – 2018. Served as interim Executive Director for Lumberton Housing Authority for approximately four years from 2013 through 2017. During early 1990's worked at UNC-Pembroke as Budget analyst, reporting directly to the Controller in the Office of Business Affairs.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: ☒

Yes ☐



5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
Dr. Deese and I met and discussed our mutual desire to establish an alternative (option) to the current school situation for our children. The PSRC is under fire at this time with limited resources to address the needs of my grandchildren. Something has got to be done to address our educational crisis in our county. I wish to serve as a catalyst to move people in the right direction and look at charter schools as a solution and not the problem.
6. What is your understanding of the appropriate role of a public charter school board member?
As a board member, I will help set policy, assist with the hiring of the administrator, and then provide oversight of the school and its functions. The board is also responsible for an annual audit per the guidelines of the NC DPI.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have previously served as chairman of our county Board of Election; member of the board of directors for the Boys & Girls Club of Robeson County; currently serve as Vice-chairman of the Lumbee Regional Development Association; and have worked throughout much of my career serving as a secretary to the Pembroke Housing Authority Board of Commissioners. These experiences have enabled me to garner the needed capabilities and understanding of a "good" board member.
8. Describe the specific knowledge and experience that you would bring to the board.
The dynamics of a board can be difficult if not governed by set rules/bylaws. My working knowledge of *Robert's Rules of Order* and prior positions of leadership provide for me a better understanding of how to move a group of directors to work together.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Our mission is to use the indigenous peoples way of life to teach our students, science, technology, reading, engineering, arts, and mathematics through the normal course of their daily life's activities.
2. What is your understanding of the school's proposed educational program?
Dr. Deese is adamant that we use *Red Pedagogy* to address the delivery of the educational curriculum in our classrooms. Dr. Deese, being well-known in our region for her passion to reach native American students and other minorities, convinced me that this is the best approach for our faculty, students, and parents.
3. What do you believe to be the characteristics of a successful school?

Direct parental support of the school, it's administrator, teachers, and staff. The parents must be directly involved with the school via a service component, if possible. Stakeholders must also be keenly aware of the goals and objectives and work together as a team to move together in unison to achieve them timely.

4. How will you know that the school is succeeding (or not) in its mission?
Test Scores, community feedback, staff evaluations, administrator's reports, NC DPI school scores, as well as financial and other reports provided to the board for review. In time, our students' successes in the real world after graduation will provide the greatest evidence of success in achieving our mission.

Governance

1. Describe the role that the board will play in the school's operation.
As a volunteer board of directors, the administrator will report directly to the board during monthly reports those matters that are deemed board action oriented. As a volunteer, we are expected to be available through the days of each week and month of our school year for support.
2. How will you know if the school is successful at the end of the first year of operation?
If our charter is renewed by the NC DPI without provisional statuses or probationary periods.
3. How will you know at the end of five years of the schools is successful?
By that time, we will have achieved are proposed K-8 grade levels, our school should be financially sound, and the capital planning phase well underway for a new campus.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Work closely with the NC DPI to ensure that the educational directives and mandates, as issued and updated, are implemented promptly and effectively. The NC DPI is committed to charter schools and I feel that they are here to stay. The board of directors must be in tune with the Administrator to ensure that the school follows that model rules as set the NC DPI.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
The OMSA has a policy with a process to address such a matter. First and foremost the proper persons MSUT be notified promptly to ensure that the policy followed and that the integrity of OMSA is not tainted.

*Please include the following with your Information Form

- a one page resume



*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, Lemark Harris, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for omsa * Charter School is true and correct in every respect.

Signature
Date

7/26/19

Appendix I – Board Member Background Certification Statement and Completed Background Check*

* Old Main STREAM Academy

Charter School Board Member Background Check Form

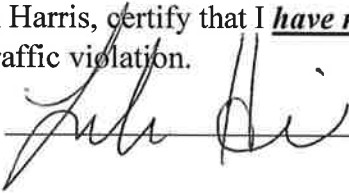
Certification Statement:

***Note:** To be completed individually by each proposed founding charter school board member. Form must be signed by hand.*

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Lemark Harris, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature



Date

7/26/19

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature

Date

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**

TIFFANY MICHELLE LOCKLEAR
7606 NC HWY 710 N, Red Springs, NC 28377
Cell: 910.536.3227
Email: tiffany.locklear@uncp.edu

EDUCATION

- Doctor of Education, Educational Leadership: Curriculum and Instruction, University of North Carolina at Wilmington, Wilmington, NC. Degree conferred December 09, 2017.
Successful dissertation (*Decolonizing Methods of Culture and Learning Within the Lumbee Community*) defense on November 01, 2017.
- Add-on Licensure of School Administration, University of North Carolina at Wilmington, Wilmington, NC 2016.
MSA E-PORTFOLIO DEFENSE
- Master of Arts in Elementary Education, University of North Carolina at Pembroke, Pembroke, NC 2009.
LEADERSHIP PROJECT & PROFESSIONAL PORTFOLIO: Beginning Teacher Program & Conceptual Framework
Relevant Courses: •Professional Development & Leadership Seminar •Literacy & Literature
•Applied Educational Research
- Bachelors of Science in Elementary Education with an Academic Concentration in American Indian Studies, University of North Carolina at Pembroke, Pembroke, NC 2007.
Relevant Courses: •Professional Seminar K-6 •Early Literacy/Elementary •Educational Psychology

ACADEMIC/TEACHING EXPERIENCE

- Assistant Professor of Elementary Education, University of North Carolina at Pembroke, January 2019-present
Courses Taught Hybrid & Face-to-Face:
 - ELE 2040 Teaching Practices and Curriculum
 - ELE 3040 Teaching Math in Elementary School I
 - ELE 4110 Teaching Math in Elementary School II
 - EDN 3400 Philosophy and Curriculum of Middle Grades
 - ELE 4060 Internship in Elementary Education
 - ELE 5800 Advanced Elementary Mathematics and Science
- Lecturer of Elementary Education, University of North Carolina at Pembroke, January 2018-December 2018
- Assistant Principal, Prospect School (PreKindergarten-8th Grade), Maxton, North Carolina June 2017-January 15, 2018.
- Assistant Principal, Peterson Elementary (PreKindergarten-4th Grade), Red Springs, North Carolina January, 2017-June, 2017.
- Pembroke Middle School Intern, interning in the area of middle school administration. Pembroke Middle School, Pembroke, North Carolina 2015-2016.
- Belize City, Belize International Intern, interning in the area of mathematics professional development for Belizean educators, Belize City, Belize Summer 2015.
- Purnell Swett High School Intern, interning in the area of high school administration. Purnell Swett High School, Pembroke, North Carolina Summer 2015.
- Sixth Grade Mathematics Teacher, Teaching in the area of Math. Sixth Grade Team Leader/Chair during the years 2012-2015. Pembroke Middle School, Pembroke, North Carolina 2008-2016.
- Adjunct Instructor of the Early Childhood Education Program at Robeson Community College, Lumberton, North Carolina January 02, 2011-December 15, 2013
Courses Taught Online & Face-to-Face:
 - EDU 131 Child, Family & Community
 - EDU 221 Special Exceptionalities

LICENSURE/CERTIFICATION

- School Administrator: Superintendent, Doctorate of Educational Leadership, issued 12/09/2017 by North Carolina State Board of Education Department of Public Instruction

Appendix F:

Charter School Board Member Information Form

***Note:** To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Old Main STREAM Academy

2. Full name: Tiffany Michelle Locklear

Home Address: 7606 NC HWY 710 N
Red Springs, NC 28377

Business Name and Address: University of North Carolina at Pembroke
One University Drive
Pembroke, NC 28372

Telephone No.: (910) 536-3227

E-mail address: tiffany.locklear@uncp.edu

3. Brief educational and employment history.

I am currently employed by the University of North Carolina at Pembroke (UNCP) as an Assistant Professor in the School of Education. In this position, responsibilities include teaching undergraduate and graduate students, supervision of field experience student teaching interns, assessment and evaluation of the program related to the standards, and research practices. I have successfully taught students face-to-face, hybrid, and implemented a distance based course. I also serve as an academic advisor for students. Moreover, I serve as a mentor for the First Americans' Educational Leadership Grant Program supporting aspiring administrators in an effort to increase the number of highly effective American Indian administrators and improved educational outcomes for minority students in North Carolina. I currently serve on the State Advisory Council for American Indian Education and the leadership team of Unlocking Silent Histories.

Prior to joining UNCP in January 2018, I was employed by the Public Schools of Robeson County (PSRC) for ten years. During my tenure, I taught sixth grade mathematics and served as an assistant principal at an elementary school (PreK-4) and a PreK through eighth grade (PreK-8) school. I have also served as adjunct faculty for a local community college.

My educational journey began at UNCP receiving a bachelors and masters in Elementary Education from the Institution in 2007 and 2009. To further my educational journey, I completed add-on administration licensure (2016) and a doctorate in Educational Leadership: Curriculum and Instruction (2017) at UNCW.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: x ☐ Yes: ☐

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

Recruitment to join this particular Board of Directors was initiated by community stakeholders who have a passion for offering the children in our community a high quality education. I wish to serve on the board of the proposed charter school to advocate for high quality education, to connect with others that are passionate about education, and as a means of community engagement.

6. What is your understanding of the appropriate role of a public charter school board member?

My understanding of the appropriate role as a charter school board member is to assist with providing a strategic vision for the school and accountable academic success through the instructional plan.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have the capability to serve as an effective board member in the charter school capacity due to my successes in education. While teaching the sixth grade mathematics curriculum, each year students exceeded growth expectations with the exception of one year. In that year, students met growth. Furthermore, my experiences as an administrator afforded me opportunities to complete the NC Teacher Evaluation process with teachers. I know and understand what is expected within the field. I also have expertise in curriculum and instruction.

My knowledge, experience and expertise in education qualifies my role as an effective board member. I have a plethora of skills and experiences to help execute the objectives and mission of the charter school.

8. Describe the specific knowledge and experience that you would bring to the board.

The specific knowledge and experience that I bring to the board is that of curriculum and instruction. My teaching experience was in a middle school setting teaching sixth grade mathematics. My responsibilities included developing weekly lesson plans in accordance with the Common Core Standards and facilitating classroom instruction daily in four classes of Mathematics on a 5 X 5 schedule. Additionally, I coordinated all field, competence, and practice End-of-Grade assessments, and worked collegially with the principal and mathematics department to evaluate and analyze test data to determine additional instructional needs and strategies.

I also bring the experience of serving as an assistant principal at an elementary school and a PreK-8 school. The experience allowed time for facilitating staff meetings, professional development via professional learning communities, building social relationships, evaluating and analyzing test data, the monitoring of bus routes, and evaluating and managing behavior as well as analyzing behavior data. I also served as the testing coordinator which placed me in the position to be responsible for coordinating and developing testing schedules, securing test information, training staff, etc.

This experience combined with experiences in higher education uniquely situates me to offer instructional support. At UNCP, I implement best practices to train preservice teachers for the field of education.

Lastly, my specific knowledge is that of educational leadership, specifically curriculum and instruction which can scaffold with research implementations and interests of culturally responsive pedagogy.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to engage students in an innovative, relevant, and rigorous college and career readiness curriculum with the purpose of growing Indigenous practitioners that will allow our community to expand. Educational opportunities offer our children opportunities for growth.

2. What is your understanding of the school's proposed educational program?

The curriculum and pedagogy at Old Main Academy will be based on the innovative, relevant, and rigorous Science, Technology, Engineering, and Mathematics Education Model. The educational program will fulfill STEM components expanding beyond to STREAM to include reading and arts.

3. What do you believe to be the characteristics of a successful school?

A successful school entails the characteristics of sharing a common mission and vision, effective leadership, the integration of high expectations, qualified faculty and staff, and parental engagement to name a few.

4. How will you know that the school is succeeding (or not) in its mission?

As a board member, I will stay informed by using data. This data will include but is not limited to test and quiz data, benchmarks, end-of-grade assessments, teacher evaluations, informal observations, behavioral data, parental surveys, etc. The collection of data will assist in making right now decisions within the school as well as decisions for the future.

Governance

1. Describe the role that the board will play in the school's operation.

The board will hire a principal. The principal will be responsible for recommending subordinate staff. I will be committed to ensuring that the mission, vision, and purpose of the school is carried out.

2. How will you know if the school is successful at the end of the first year of operation?

Data will be utilized to determine success at the end of the year. For example, this data may include end-of-grade assessments, class grades, discipline data, employee satisfaction surveys, etc.

3. How will you know at the end of five years of the schools is successful?

Data will be utilized to inform success of the charter school at the end of five years. This data will include but is not limited to test and quiz data, benchmarks, end-of-grade assessments, teacher evaluations, informal observations, behavioral data, parental surveys, etc.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The specific steps to ensure success of the school is to govern through partnerships and as a collaborative approach. The goals of the charter school are specific; thus, the appropriate academic implementations are necessary for success. Parental and community engagement will also contribute to the success of the school. The process of the school will be monitored.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Obtaining evidence would be the first step in approaching unethical board members. After gathering evidence, they should be confronted. If the behavior continues provided evidence they should be removed from serving on the board.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Tiffany M. Locklear, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Old Main Academy Charter School is true and correct in every respect.



Signature

07/25/2019

Date

Charter School Board Member Background Check Form

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Tiffany Michelle Locklear, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Tiffany Michelle Locklear Date 7/29/2019

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Old Main STREAM Academy

2. Full name: Frances Denise Hunt

Home Address: 1678 Red Hill Road, Maxton, NC 28346

Business Name and Address:

Telephone No.: 252-916-2797

E-mail address: dhlumbee@gmail.com

3. Brief educational and employment history.

I have B.A in English from the University of North Carolina at Pembroke, and a M.A. in English from Western Carolina University. I also received a teaching certificate from East Carolina University. I also have a doctorate in Educational Leadership from the University of North Carolina at Wilmington.

I was employed as a teacher for 12 years. My teaching experience spans middle, high school, and collegiate level teaching. For the past seven years, I have served as an instructional coach with the North Carolina New Teacher Support Program. The program is housed at various university schools-UNC-Chapel Hill, UNC-Greensboro, UNC-Charlotte, UNC-Wilmington, NC State, Western Carolina University, Appalachian State, East Carolina University, and UNC-Pembroke. I am the lead instructional coach for the UNC-Pembroke region.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: X ☐ Yes ☐

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

My interest in the school began with its inception when I engaged in conversations with one of the founding members. Naturally, because of my interest, when a slot on the board became available, I was approached by one of the founding members to join.

My interest in the pedagogical concepts presented in the charter school proposal has truly been the impetus for my desire to serve on this board. I feel that the unique curriculum will offer all youth a well-rounded educational experience. This charter school will fill a gap that is keenly felt in our Indigenous community. It would be an honor to help guide the work of this charter school.

6. What is your understanding of the appropriate role of a public charter school board member?

The board member is tasked with the financial, operational, and academic programs at its institution. The board also must ensure that qualified staff members are hired in order to provide fidelity to the goals of the charter school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

While I have never served on an educational board, I feel that my vast experience in K-12 and post-secondary settings will be a huge asset in this role. I am keenly aware of the processes required to enact change while providing support to all stakeholders.

8. Describe the specific knowledge and experience that you would bring to the board.

Currently, I am employed by the University of North Carolina at Pembroke as a lead instructional coach with the North Carolina New Teacher Support Program. I provide support for new teachers who are located throughout UNCP's designated region. I observe new teachers, provide feedback, aid with lesson planning; I show teachers how to use data to drive instruction, and help locate resources. My current role lends itself to the rigors of being on a school board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission and guiding beliefs focus on students becoming Indigenous-minded leader practitioners who demonstrate preparedness, persistence, self-determination, commitment, and vision for the good of the people.

2. What is your understanding of the school's proposed educational program?

The schools' educational program will offer a unique take on the STEM curriculum that has become the cornerstone of impactful learning the last few years. Core curriculums will reflect the STEM model, and they will include Science, Technology, Engineering, and Mathematics. As an additive to the STEM model, STREAM Academy, will purposely incorporate intensive reading programs and a focus on the Lumber River that is so very important to the Lumbee community. The school will also focus intently on nurturing an Arts curriculum for students that will cultivate creativity.

3. What do you believe to be the characteristics of a successful school?

A successful school must, first and foremost, have an instructional leader at the helm who understands the importance of a strong school that is steeped in research-based practices. Everyone at the school understands these research-based strategies, and they apply them every day in their classrooms. A successful school must place the needs of all the students in the building at the forefront of any new initiative that is to be carried out. At the end of the day, the governing question for any successful school is, "How will this impact my students who are sitting in my classrooms?"

4. How will you know that the school is succeeding (or not) in its mission?

While data is definitely one important piece to determining a school's success or not, the emotional well-being of students should also be considered. If students are happy, then the community is happy. A school is also succeeding in its mission when students are living the curriculum, understanding the curriculum and being confident and successful with the community.

Governance

1. Describe the role that the board will play in the school's operation.

Research suggests that a charter school is as strong and as effective as its governing body-the school board. Therefore, it is imperative that the school board provide guidance over all aspects of its operation-financial, academic, and human resources.

2. How will you know if the school is successful at the end of the first year of operation?

At the end of the first year, the school should have completed satisfaction surveys from parents, as well as performance data to comb through. These two indicators should provide a picture of the overall success of the charter school.

3. How will you know at the end of five years of the schools is successful?

At the end of five years, there will be substantial data to mine-student data compiled through numerous years, parent surveys, and comparison data. How are our students measuring up against students in similar situations? More importantly, the community will offer insight into our success. When we have parents vying to place their students in our school, we will definitely know that our charter school is successful.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Key to success is transparency. The board will need to Setting goals and maintaining fidelity to those goals will be one of the major undertakings that this board will have to take. The board will also need to make sure that teachers are utilizing research-based strategies in their classrooms. The board will also need to maintain strong partnerships within the community to ensure success.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The purpose of schools boards is to work for the good of the students. Unfortunately, this is not always the reality. One only has to quickly look to the news to find school board members who have pushed through personal agendas. To deter this type of behavior, the board should voluntarily create a code of ethics for school board members, and it should be required that anyone who serves on this board should adhere to it. By creating this code of ethics, board members will know what is expected of them. To take this further, evaluations should be provided to board members so that there will be a process in place to address unethical behaviors.

***Please include the following with your Information Form**

- a one page resume

***If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)**

Certification

I, Denise Hunt, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Old Main STREAM Academy Charter School is true and correct in every respect.

Charter School Board Member Background Check Form

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Frances Denise Hunt, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Frances Denise Hunt Date 7/29/19

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**

Signature

James Dean

Date-7/19/19

Charter School Board Member Information Form

***Note:** To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Old Main STREAM Academy
2. Full name: Frances Denise Hunt

Home Address: 1678 Red Hill Road, Maxton, NC 28346

Business Name and Address:

Telephone No.: 252-916-2797

E-mail address: dhlumbee@gmail.com

3. Brief educational and employment history.

I have B.A in English from the University of North Carolina at Pembroke, and a M.A. in English from Western Carolina University. I also received a teaching certificate from East Carolina University. I also have a doctorate in Educational Leadership from the University of North Carolina at Wilmington.

I was employed as a teacher for 12 years. My teaching experience spans middle, high school, and collegiate level teaching. For the past seven years, I have served as an instructional coach with the North Carolina New Teacher Support Program. The program is housed at various university schools-UNC-Chapel Hill, UNC-Greensboro, UNC-Charlotte, UNC-Wilmington, NC State, Western Carolina University, Appalachian State, East Carolina University, and UNC-Pembroke. I am the lead instructional coach for the UNC-Pembroke region.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: X ☒ Yes ☐

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

My interest in the school began with its inception when I engaged in conversations with one of the founding members. Naturally, because of my interest, when a slot on the board became available, I was approached by one of the founding members to join.

My interest in the pedagogical concepts presented in the charter school proposal has truly been the impetus for my desire to serve on this board. I feel that the unique curriculum will offer all youth a well-rounded educational experience. This charter school will fill a gap that is keenly felt in our Indigenous community. It would be an honor to help guide the work of this charter school.

6. What is your understanding of the appropriate role of a public charter school board member?

The board member is tasked with the financial, operational, and academic programs at its institution. The board also must ensure that qualified staff members are hired in order to provide fidelity to the goals of the charter school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

While I have never served on an educational board, I feel that my vast experience in K-12 and post-secondary settings will be a huge asset in this role. I am keenly aware of the processes required to enact change while providing support to all stakeholders.

8. Describe the specific knowledge and experience that you would bring to the board.

Currently, I am employed by the University of North Carolina at Pembroke as a lead instructional coach with the North Carolina New Teacher Support Program. I provide support for new teachers who are located throughout UNCP's designated region. I observe new teachers, provide feedback, aid with lesson planning; I show teachers how to use data to drive instruction, and help locate resources. My current role lends itself to the rigors of being on a school board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission and guiding beliefs focus on students becoming Indigenous-minded leader practitioners who demonstrate preparedness, persistence, self-determination, commitment, and vision for the good of the people.

2. What is your understanding of the school's proposed educational program?

The schools' educational program will offer a unique take on the STEM curriculum that has become the cornerstone of impactful learning the last few years. Core curriculums will reflect the STEM model, and they will include Science, Technology, Engineering, and Mathematics. As an additive to the STEM model, STREAM Academy, will purposely incorporate intensive reading programs and a focus on the Lumber River that is so very important to the Lumbee community. The school will also focus intently on nurturing an Arts curriculum for students that will cultivate creativity.

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At the end of the first year, the school should have completed satisfaction surveys from parents, as well as performance data to comb through. These two indicators should provide a picture of the overall success of the charter school.
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Key to success is transparency. The board will need to Setting goals and maintaining fidelity to those goals will be one of the major undertakings that this board will have to take. The board will also need to make sure that teachers are utilizing research-based strategies in their classrooms. The board will also need to maintain strong partnerships within the community to ensure success.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The purpose of schools boards is to work for the good of the students. Unfortunately, this is not always the reality. One only has to quickly look to the news to find school board members who have pushed through personal agendas. To deter this type of behavior, the board should voluntarily create a code of ethics for school board members, and it should be required that anyone who serves on this board should adhere to it. By creating this code of ethics, board members will know what is expected of them. To take this further, evaluations should be provided to board members so that there will be a process in place to address unethical behaviors.

*Please include the following with your Information Form

- a **one page** resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification

I, Denise Hunt, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Old Main STREAM Academy Charter School is true and correct in every respect.

Appendix J: Proposed By-Laws of the School's Board of Directors

Old Main STREAM Academy

Old Main STREAM Academy

Board of Directors'

By-Laws & Policies

Table of Contents

- **Board Member Residency Policy**
- **Board of Directors Authority and Responsibility-Article IV Old Main STREAM Academy, Inc. By-Laws**
- **Meetings of the Board of Directors-Article V Old Main STREAM Academy, Inc. By-Laws**
- **North Carolina Open Meetings Law Commitment**
- **Officers -Article VI Old Main STREAM Academy, Inc. By-Laws**
- **Indemnification-Article VII Old Main STREAM Academy, Inc. By-Law**
- **Procedures for Meetings Policy**
- **Board Meeting Calendar Policy**
- **Board Committee Policy**
- **Nepotism Policy**
- **Conflict of Interest Policy**
- **Governing Board-Evaluations Tools**
- **Grievance Policy for Families Policy**
- **Budget Approval Policy**
- **General Provisions-Article VIII Old Main STREAM Academy, Inc. By-Laws**

BOARD MEMBER RESIDENCY POLICY

1. Overview

The Board Member Residency stipulates guidelines for residential occupancy to serve as a Board of Directors member.

2. Purpose

The Board Member residency policy provides physical boundaries for residential location for eligibility to serve on the Board of Directors as a Board Member.

3. Scope

The policy is applicable to all serving Board Members; and provides guidelines for potential new board members.

4. Policy

An Old Main STREAM Academy (OMSA) Board Member must remain a resident of Robeson County, which is the physical location of OMSA to be eligible to continue to serve as a Board of Directors Member. If a Board Member's residence changes to a location outside of the county the Board Member must resign and the eligibility to serve ends.

5. Enforcement

It shall be the responsibility of OMSA Chair of the Board of Directors and Board of Directors Members to administer this policy.

6. Distribution

This policy is available to all Old Main STREAM Academy staff and the general public on the Old Main STREAM Academy website.

7. Policy Version History

Version	Date	Description	Approved By
1.0	11/19/2018	Initial Policy Adopted	

ARTICLE IV— BOARD OF DIRECTORS

Section 1. Authority and Responsibility.

- (a) The Supreme authority of OMS, Inc. governing the affairs of OMS, Inc. shall be vested in the Board of Directors; and all the powers, duties, and functions of OMS, Inc. conferred by the Articles of Incorporation, these By-Laws, state statutes, common law, court decisions or otherwise, shall be exercised, performed, or controlled by the Board of Directors.
- (b) The governing body of OMS, Inc. shall be the Board of Directors. The Board of Directors shall have oversight responsibility concerning the management, affairs and property of OMS, Inc.; shall determine its policies or changes therein; and shall actively prosecute its purposes and objectives and oversee the disbursement of its funds. The Board of Directors may adopt, by majority vote, such rules and regulations for the conduct of its business and the business of OMS, Inc. as shall be deemed advisable, and may, in the execution of the powers granted, delegate certain of its authority and responsibility to an executive committee. Under no circumstances, however, shall any actions be taken which are inconsistent with the Articles of Incorporation and these By-Laws.
- (c) The Board of Directors shall not permit any part of the net earnings or capital of OMS, Inc. to inure to the benefit of any Director, officer, trustee or other private person or individual.
- (d) The Board of Directors may, from time to time, appoint, as advisors, persons whose advice, assistance, and support may be deemed helpful in determining policies and formulating programs for carrying out the purposes of OMS, Inc.
- (e) The Board of Directors is authorized to employ such person or persons, including an principal or officer, attorneys, directors, agents and assistants, as in its judgment are necessary or desirable for the administration and management of OMS, Inc., and to pay reasonable compensation for the services performed and expenses incurred by any such person or persons.

Section 2. Number. The number of directors on the Board shall initially be six (6). Each director shall hold office until his/her successor is elected and qualified or upon his/her death, resignation, retirement, removal, or disqualification.

Section 3. Term of Office. The members of the Board of Directors are elected to three (3) year terms with not term limits.

Section 4. General Powers. All general business, property, and affairs of OMS, Inc. shall be directed by the Board of Directors of OMS, Inc. Two-thirds (2/3) of the members shall constitute a quorum. Power to conduct ministerial functions may be delegated to an Executive Director hired by the Board of Directors.

Section 5. Election. Two members of the Board of Directors shall be elected by majority vote of the Board at the annual meeting of the Board of Directors.

Section 6. Removal. Directors may be removed from office with or without cause by a two-thirds (2/3) vote of the Board of Directors at a duly called and constituted meeting of the Board.

Section 7. Committee. The Board of Directors may, by resolution adopted by a majority of the membership of the Board thereof, authorize and designate such committees from the Board and provide said committees with such powers as the Board deems necessary.

Section 8. Vacancy. A vacancy in the Board of Directors caused by death, resignation, removal, disqualification or otherwise of any member of the Board of Directors shall be filled for the unexpired term in the same manner as the vacating director was appointed as set forth in Article IV Section 3 above.

Section 9. Compensation. No. director shall receive compensation, directly or indirectly, any salary, compensation or emolument for serving as a director. However, if authorized by the concurring vote of a majority of all disinterested directors, notwithstanding any quorum requirement of these By-Laws, nothing contained herein shall be construed to prevent any director from serving OMS, Inc. in any other capacity and receiving reasonable compensation for services rendered in furtherance of the purposes and functions of OMSA, Inc.

Section 10. Property Interest of Directors. No director of OMS, Inc. shall have any right, title or interest in or to any property or assets of OMS, Inc., either prior to or at the time of any liquidation or dissolution of OMS, Inc.

Section 11. Conflict of Interest. Directors who, directly or indirectly, have a material financial interest in a transaction with OMS, Inc. or who are directors, officers or trustees of any entity which is a party to a transaction with OMS, Inc., shall abstain from voting on such transaction.

ARTICLE V — MEETINGS OF THE BOARD OF DIRECTORS

Section 1. Place of Meetings. Meetings of the Board of Directors may be held at any place within or without the State of North Carolina as set forth in the notice thereof or, if no place is specified, at the principal office of OMS, Inc.

Section 2. Annual Meeting. The Annual Meeting of the Board of Directors shall be held July each year, on such day and at such time as fixed by the Board of Directors. The Annual Meeting shall be held for the purpose of appointing directors and officers, presenting and reviewing reports of the previous fiscal year and transacting such other business as may come before the meeting. Failure to hold the Annual Meeting during the time designated shall not result in a forfeiture or dissolution of OMS, Inc. and, in the event of such failure, the Annual Meeting shall be held within a reasonable time thereafter.

Section 3. Regular Meetings. A regular meeting of the Board of Directors shall be held monthly. In addition, the Board of Directors may, by resolution, fix the time and place, either within or without the State of North Carolina, for the holding of additional meetings.

Section 4. Special Meetings. Special meetings and/or executive sessions of the Board of Directors may be called by or at the request of the Chair or upon written requests from a majority of the directors in office.

Section 5. Notice. Regular meetings of the Board of Directors may be held with five (5) days written notice. Notice of time and place of an annual meeting or of a special meeting shall be given by writing at least five (5) days before the meeting.

Section 6. Quorum. At any duly called annual, special, or regular meeting of the Board of Directors of OMS, Inc., two-thirds (2/3) of the directors, in office at that time, shall be necessary to constitute a quorum for the transaction of business.

Section 7. Rules. All procedures of the Board of Directors not set forth in these By-Laws shall be governed by the rules set forth in the current edition of Robert's Rules of Order, Newly Revised, unless the Board of Directors by resolution otherwise determines.

Section 8. Open Meetings. All meetings of the Board of Directors, with the exception of executive sessions, shall be open and accessible to the general public. During the course of considering items on the agenda, only directors shall participate in the discussion except by prior arrangement with the Chair, upon request of a director, or during a public participation period adopted by the Board of Directors.

Section 9. Vote Required for Action. Except as otherwise provided in these By-Laws or by law, the act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 10. Voting. Each voting member of the Board of Directors shall be entitled to one vote on each matter submitted to a vote and must be cast in person. Proxy voting is prohibited. Voting on

all matters shall be by voice or by show of hands unless one-half (1/2) of the members present at the meeting shall demand a ballot vote on a particular matter or unless otherwise provided in these By-Laws.

Section 11. Conduct of Meetings. All meetings of the Board of Directors shall be presided over by the Chair except that in the absence of the Chair, the Secretary shall preside.

NC OPEN MEETINGS LAW COMMITMENT

Old Main STREAM Board of Directors commits to:

NC Open Meetings Law § 143-318.9. Public policy.

All board meetings and committee meetings must be open to the public and provide appropriate notice in advance of the meeting date, time, and location:

- Regular Meetings: Seven (7) Days
- Special-Called Meetings: Forty-eight 48 Hours (Includes subcommittee meetings)
- Emergency Meetings: Immediately after notice is given to all board members

•All meetings must be properly noticed physically at Old Main STREAM Academy and/or on Old Main STREAM Academy's website.

•Committee meetings are subject to Open Meetings Law.

•Meeting minutes should be taken and approved at every meeting.

•Meeting minutes should be kept in a location available to the public (website).

ARTICLE VI - OFFICERS

Section 1. Board Officers. The officers of OMS, Inc. shall consist of a Chairperson (the Chair), a Secretary and a Treasurer, and other officers as the Board of Directors may from time to time elect.

- (a) The Board may also elect such additional officers, as it deems desirable. All officers shall be elected at the annual meeting of OMS, Inc.
- (b) Officers shall be elected for a period of three (3) years or until their successors are duly elected and qualified.

Section 2. Vacancies. Vacancies among the officers shall be filled by the Board of Directors to serve the unexpired term.

Section 3. Chairperson (The Chair). The Chair is the principal officer of OMS, Inc. and, subject to the control of the Board of Directors.

- (a) The Chair shall serve a term limit not exceed six (6) years or two consecutive (3) year terms.
- (b) He or She shall, when present, preside at all meetings and will have signing authority with the Secretary and such other duties as may be prescribed by the Board of Directors from time to time.

Section 4. Secretary. The Secretary shall keep accurate records of acts and proceedings of all meetings of the Board. The Secretary shall give, or cause to be given, all notices required by law and by these By-Laws. The Secretary shall sign such instruments as may require his/her signature and, in general, shall perform all duties incident to the office of Secretary and such other duties as may be assigned from time to time by the Chair and/or by the Board of Directors.

Section 5. Treasurer. The Treasurer shall have the authority to review funds and securities belonging to OMS, Inc. and shall assist the finance officer, when necessary in presenting reports to the of the Board of Directors.

Section 6. Removal and Resignation. The board of directors may remove an officer at any time, with just cause. Any officer may resign at any time by giving written notice to OMS, Inc. without prejudice to the rights, if any, of OMS, Inc. under any contract to which the officer is a party. Any resignation shall take effect at the date of the receipt of the notice or at any later time specified in the notice, unless otherwise specified in the notice. The acceptance of the resignation shall not be necessary to make it effective.

ARTICLE VII - INDEMNIFICATION

Section 1. Indemnification. Any person, who at any time serves or has served as a director, officer, administrator, employee or agent of OMS, Inc., shall have a right to be indemnified by OMS, Inc. to the fullest extent permitted incurred by him or her in connection with any threatened, pending or completed action, suit, or proceeding, whether civil, criminal, administrative or investigative, whether formal or informal, and whether or not brought by or on behalf of OMS, Inc.:

- (a) arising out of his or her status (1) as such director, officer, administrator, employee or agent of OMS, Inc.; (2) at the request of OMS, Inc.; (3) as director, officer, partner, trustee, employee or agent of any other Corporation, partnership, joint venture, trust or other enterprise; (4) as a trustee or administrator under an employee benefit plan; or (5) his or her activities in any of the foregoing capacities; and
- (b) any liability incurred by him or her, including without limitation, satisfaction of any judgment, money decree, fine (including any excise tax assessed with respect to an employee benefit plan), penalty or settlement, for which he or she may have become liable in connection with any such action, suit or proceeding.

Section 2. Authorization. The Board of Directors of OMS, Inc. shall take all such action as may be necessary and appropriate to authorize OMS, Inc. to pay the indemnification required by the by-law, including without limitation, to the extent necessary, making good faith evaluation of the manner in which the claimant for indemnity acted and of the reasonable amount of indemnity due to him or her.

PROCEDURES FOR MEETINGS POLICY

1. Overview

Old Main STREAM Academy (OMSA) follows rules to govern and control all actions and procedures of Old Main STREAM Board of Directors, referred to as 'the Board,' and its committees.

2. Purpose

The Board follows rules, procedures, and regulations to operate effectively and efficiently as Board of Directors members.

3. Scope

The policy is applicable to all serving Board Members; these standards provide how they should conduct themselves.

4. Policy

Rule 1- Rules of Order

1. Robert's Rules of Order shall constitute the rules of parliamentary procedure applicable to all meetings

Rule 2- Quorum

1. A quorum for the conduct of business by the Board shall consist of four members of the Board.
2. A quorum for the conduct of business by a committee of the Board shall consist of three members of the committee.

Rule 3-Officers

1. The members of the Board are elected to three year terms with no term limits.
2. In the event a vacancy occurs prior to the end of the term of an officer, the Board shall elect one of its members to fill the office for the unexpired portion of the term.
3. The Chairman shall preside at all meetings of the Board. In the absence of the Chairman, the Secretary shall preside. In the absence of the Chairman and Secretary, the Board shall elect one of its members Chairman pro tempore.

Rule 4- Voting

1. All members of the Board may vote on matters coming before the Board of Directors for consideration.
2. No member may vote by proxy. No vote concerning any matter under consideration by the Board or a committee may be case in absentia by mail, electronically or otherwise.
3. A majority of those present and voting shall be necessary to carry a motion before the Board or committee, except where a two-thirds majority of those present or of the membership is provided for in these Rules.

Rule 5- Meetings of the Board

1. Regular meetings of the Board shall be held on the third Monday of each month at 7:30 a.m. unless canceled or rescheduled by the Board. Meetings may be adjourned from day to day until the business of the Board is completed.
2. As a general practice, the Board will discuss policy issues one month and vote on policy issues the next month. This one-month delay in action rule may be suspended as determined by the Board.
3. Twice a year, the Board shall devote time (or more) during its working sessions to discuss the performance of the school principal and Old Main STREAM Academy's academic and Red Pedagogy comprehensive performance .
4. Special meetings may be set at any regular meeting of the Board or may be called by the Chairman or Secretary upon approval of the Chairman. Upon the request of any three members of the Board, the Chairman shall call a special meeting.
4. The Secretary shall give notice of the time, place, and purpose of each special meeting by electronically or phone. In the event of an emergency as determined by the Chairman or Vice-Chairman requiring a meeting in less than three days, notice of the time, place and purpose will be provided electronically or phone.
5. Only those matters specified in the notice of a special meeting may be considered at a special meeting.
6. The Secretary shall notify the public and the media of regular and special meetings of the Board and its committees in accordance with the Open Meetings Law.
7. All meetings of the Board and its committees shall be open to the public unless, consistent with State law, a meeting is closed to the public by vote of the Board or committee.

Rule 6- Minutes

1. The Secretary shall record all proceedings of the Board electronically, which shall be kept in an office.

2. The minutes of the Board shall be open to inspections by the public as stated by the Open Meetings and Public Records Laws.

Rule 7- Agenda

1. The agenda for each meeting of the Board shall be determined by the Chairman, and agenda materials will generally be prepared by the Secretary or designee, in consultation with members.

Rule 8- Committees

1. Old Main STREAM Board of Directors shall appoint committees of its members to study specific policy issues as determined by the Board.
2. The Chairman of the Board, the Vice Chairman and the chair of each priority committee - Finance, Curriculum, Facility, and Board Governance shall be members of the Board of Directors

Rule 9- Standard of Conduct

1. Old Main STREAM Academy Board of Directors shall conduct themselves according to the existing State Board of Education Standards of Conduct as outlined in State Board of Education Policy.

5. Enforcement

It shall be the responsibility of the Chairman and members of Old Main STREAM Academy Board of Directors to administer and manage this policy.

6. Distribution

This policy is available to all Old Main STREAM Academy staff and the general public on the Old Main STREAM Academy website.

7. Policy Version History

Version	Date	Description	Approved By
1.0	11/19/2018	Initial Policy Adopted	

BOARD MEETING CALENDAR POLICY

1. Overview

"Meeting" means the convening of the Board as Old Main STREAM Academy's governing body to make a decision or to deliberate toward a decision on any matter. The Board has the authority to act only when a quorum is present at a duly called regular or special meeting

2. Purpose

The Board Meeting Calendar policy will determine calendar dates to meet as a Board of Directors to set policy, guidelines, set priorities, and meet goals for Old Main STREAM Academy.

3. Scope

The policy is applicable to all serving Board members; and provides guidelines for determining time, place and location of monthly meetings.

4. Policy

At the annual meeting for the Board of Directors held in July of each year, the new Board shall establish meeting dates, time, and location of meeting dates.

5. Enforcement

It shall be the responsibility of Board of Directors to administer this policy.

6. Distribution

This policy is available to all Old Main STREAM Academy staff and the general public on the Old Main STREAM Academy website.

7. Policy Version History

Version	Date	Description	Approved By
1.0	10/24/2018	Initial Policy Adopted	

GOVERNING BOARD-EVALUATION TOOLS

1. Overview

Old Main STREAM Board of Directors will use a Board Self Assessment tool to assess performance, identify priorities, and measure progress for the Board going forward.

2. Purpose

Performance assessment and priority-setting is the foundation of optimal performance over time. Informed discussion and commitment to address priorities will re-energize and result in maximum board effectiveness.

3. Scope

The Self-Assessment Tool is used for the Board of Directors as well as a model for all Old Main STREAM Academy personnel and staff that assessment and evaluation is necessary for growth.

4. Policy

This tool is to be used to increase effectiveness among OMSA Board of Directors as individual leaders and to appropriately model the Red Pedagogy/Indigenous efforts and meaning of Collectivistic Leadership. The assessment will include the following:

- To identify areas of Board performance that are the strongest, those that need improvement, and to unpack the strengths and challenges in our Collectivistic roles
- To identify priority areas for the Board to focus on over the next one or two years
- To allow different views and leadership styles to emerge based on a Leadership Styles assessment (Obed Indigenous Leadership Styles- OILS) and to use those identified strengths for Old Main STREAM's positive growth.

5. Enforcement

It shall be the responsibility of OMSA Chair of the Board of Directors and Board of Directors Members to administer this policy.

6. Distribution

This policy is available to all Old Main STREAM Academy staff and the general public on the Old Main STREAM Academy website.

7. Policy Version History

Version	Date	Description	Approved By
1.0	10/24/2018	Initial Policy Adopted	

BOARD COMMITTEE POLICY

1. Overview

Old Main STREAM Academy (OMSA) will establish four board committees to implement the mission of OMSA. Members of the four committees will consist of board members whose skill sets, experience, and educational backgrounds prove beneficial to the purpose and goals of each committee.

2. Purpose

The purpose of this policy is to establish those committee by name and definition to clearly define the expectations for each committee. Upon review the public should understand the basic purpose of these committees established by the OMSA Board of Directors.

3. Scope

The policy applies to these identified committees and any others established by OMSA Board of Directors.

4. Policy

OMSA Board of Directors will establish four board committees. Each board member will serve on at least two committees reflecting their professional expertise and interest. The Board of Directors may at any time decide to add a committee that will enhance the operation and effectiveness of Old Main STREAM Academy.

Curriculum Committee

Assists in the identification of goals and evaluation of progress as relates to the mission and vision of Old Main STREAM Academy.

Finance Committee

Works in conjunction with the school principal and finance officer to develop an annual budget that will be presented to the Board of Directors. This committee will monitor the implementation of the annual budget with the finance officer, and the auditing firm. Any additional funding sources will also be reviewed and approved by this committee.

Facility Committee

Recommends policies and procedures for the construction of facility purchase for a permanent school facility or the purchase of a permanent school facility.

Board and Governance Committee

Insure that board members participate in training that invests in the knowledge and application of the school mission, vision, bylaws, state and federal laws, and fiduciary responsibilities.

5. Enforcement

The Chair of the OMSA Board of Directors shall apply standards and each board member and committee member will comply with this policy.

6. Distribution

This policy is available to all Old Main STREAM Academy staff and the general public on the Old Main STREAM Academy website.

7. Policy Version History

Version	Date	Description	Approved By
1.0	10/24/2018	Initial Policy Adopted	

NEPOTISM POLICY

1. Overview

Old Main STREAM Academy (OMSA) nepotism policy establishes that individuals can't supervise, discipline, work with, or have any influence over the recruitment, salary or promotion of a close relative.

2. Purpose

The purpose of this policy is to avoid favoritism, the appearance of or potential for favoritism, and conflicts of interest and loyalty often associated with nepotism.

3. Scope

This policy applies to both full-time and part-time, contracted, regular and temporary staff, and to others with association that involve employment at Old Main STREAM Academy.

4. Policy

Old Main STREAM Academy shall not hire employees, vendors, or other service providers for pay who are "close relatives" of any existing Old Main STREAM Academy employee (faculty or administrative staff) or member of the current Board of Directors, without prior approval of the Board. A "close relative" is defined as a spouse, child or stepchild, parent or stepparent or parent-in-law, or grandchild or grandparent, regardless of whether the familial relationship is by blood, marriage, or adoption. The Board will only make rare exceptions to this policy when the employee or vendor candidate being considered is the best qualified to fill a position and other similarly qualified candidates are not available in our community. However, under no circumstances shall a family member supervise, discipline, or make recommendations concerning promotion or salary increases for a close relative.

5. Enforcement

It shall be the responsibility of the OMSA School Principal and Board of Directors to administer this policy for OMSA personnel.

6. Distribution

This policy is available to all Old Main STREAM Academy staff and the general public on the Old Main STREAM Academy website.

7. Policy Version History

Version	Date	Description	Approved By
1.0	11/19/2018	Initial Policy Adopted	

CONFLICT OF INTEREST POLICY

1. Overview

Old Main STREAM Academy (OMSA) adopted the following policy that governs conflict of interest for all relevant board of director members and employees. Old Main STREAM Academy Board of Director Members and employees must perform their duties beyond reproach. The general public must be confident that OMSA will operate without bias and interference due to conflict of interests.

2. Purpose

The purpose of this policy is to set the guidelines and criteria for defining conflict of interest and what to expect should a conflict of interest exist or become apparent.

3. Scope

This policy applies to all Old Main STREAM Academy Board of Directors, staff, contractors, volunteers, external agencies, and all other entities associated with, or doing business, with OMSA.

4. Policy

Directors shall avoid improper conduct arising from conflicts of interest and shall abide by all legal requirements governing conflicts of interests included in N.C.G.S. Section 55A-8-31.

A person shall not be disqualified from serving as a member of the charter school's board of directors because of the existence of a conflict of interest, so long as the person's actions comply with the conflict of interest policy and applicable law.

Notwithstanding any other provisions in this policy, no voting member of the governing board shall be an employee of a for-profit company that provides substantial services to the charter school for a fee.

Definitions for the purposes of this policy:

1. Interested Person

Any director, principal officer, or member of a committee of the Board of Directors who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the school has a transaction or arrangement,

- b. A compensation arrangement with the school or with any entity or individual with which the School has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the school is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board of Directors decides that a conflict of interest exists.

5. Procedures

Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board of Directors or members of a committee with governing board delegated powers considering the proposed transaction or arrangement.

Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, s/he shall leave the Board of Directors or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the Board of Directors or committee meeting, but after the presentation, s/he shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the Board of Directors or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the Board of Directors or committee shall determine whether the School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board of Directors or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the School's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

Violations of the Conflicts of Interest Policy

- a. If the Board of Directors or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board of Directors or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Records of Proceedings

The minutes of the Board of Directors and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Compensation

- a. A voting member of the Board of Directors who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the Board of Directors or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Annual Statements

Each director, principal officer and member of a committee with Board of Directors delegated powers shall annually sign a statement, which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the School is charitable and in order to maintain its federal tax exemption, it must engage primarily in activities, which accomplish one or more of its tax-exempt purposes.

Periodic Reviews

To ensure the School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining,
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the school's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Use of Outside Experts

When conducting the periodic reviews as provided for in this policy, the School may, but need not use outside advisors. If outside experts are used, the Board of Directors has a continued responsibility for ensuring periodic reviews are conducted.

5. Enforcement

The OMSA Board of Directors shall designate a member of the staff to administer this policy and it shall apply to all employees, except the Board of Directors. The chairperson of the OMSA Board of Directors will be responsible for enforcement of this policy for the Board of Directors.

6. Distribution

This policy is available to all Old Main STREAM Academy staff and the general public on the Old Main STREAM website.

7. Policy Version History

Version	Date	Description	Approved By
1.0	10/24/2018	Initial Policy Adopted	

GOVERNING BOARD-EVALUATION TOOLS

1. Overview

Old Main STREAM Board of Directors will use a Board Self Assessment tool to assess performance, identify priorities, and measure progress for the Board going forward.

2. Purpose

Performance assessment and priority-setting is the foundation of optimal performance over time. Informed discussion and commitment to address priorities will re-energize and result in maximum board effectiveness.

3. Scope

The Self-Assessment Tool is used for the Board of Directors as well as a model for all Old Main STREAM Academy personnel and staff that assessment and evaluation is necessary for growth.

4. Policy

This tool is to be used to increase effectiveness among OMSA Board of Directors as individual leaders and to appropriately model the Red Pedagogy/Indigenous efforts and meaning of Collectivistic Leadership. The assessment will include the following:

- To identify areas of Board performance that are the strongest, those that need improvement, and to unpack the strengths and challenges in our Collectivistic roles
- To identify priority areas for the Board to focus on over the next one or two years
- To allow different views and leadership styles to emerge based on a Leadership Styles assessment (Obed Indigenous Leadership Styles- OILS) and to use those identified strengths for Old Main STREAM's positive growth.

5. Enforcement

It shall be the responsibility of OMSA Chair of the Board of Directors and Board of Directors Members to administer this policy.

6. Distribution

This policy is available to all Old Main STREAM Academy staff and the general public on the Old Main STREAM Academy website.

7. Policy Version History

Version	Date	Description	Approved By
1.0	11/19/2018	Initial Policy Adopted	

GRIEVANCE POLICY FOR FAMILIES POLICY

1. Overview

Old Main STREAM Academy (OMSA) shall strive to provide for an open relationship with all students and their parents/guardians. However, should disagreements arise, all students and their parents/guardians must be provided an avenue to protect one's right to due process under the applicable laws of the State of North Carolina, federal employment law, and those policies adopted by the OMSA Board of Directors, pursuant to Department of Public Instruction guidelines and regulations.

2. Purpose

The purpose of this policy is to provide such due process to an OMSA students and their parents/guardians to address adverse actions taken against him/her per rules and regulations of the OMSA.

3. Scope

This policy applies to all OMSA students and their parents/guardians

4. Policy

It is expected that any students and their parents/guardians with an issue should try to resolve the issue by using open communication with the teacher. This means that if a students and their parents/guardians disagrees with any policy or procedure within the classroom, the first level of grievance is their student's teacher. If the students and their parents/guardians are not satisfied with the teacher's response, they should then set a meeting with the principal. At that meeting, the teacher, student, principal and parent must be present and the issue at hand will be fully discussed. If the students and their parents/guardians wishes to pursue the matter further, they may then meet with the school principal. Similarly, if a students and their parents/guardians disagree or have an issue with a policy or procedure at the school, the students and their parents/guardians should set a meeting with the school principal. If students and their parents/guardians believes that their issue is still a concern after meeting with the principal and the issue meets the definition of a grievance set forth below, the students and their parents/guardians may initiate the grievance procedures as described below. Many issues that a student and their parents/guardians has with the classroom, teacher or school will not rise to the level of a grievance and appropriate resolution will be found with the teacher and/or principal.

1. **Definition of a grievance:** a grievance is defined as a formal written complaint by a student and their parents/guardians stating that a specific action has violated a

School policy, board policy, or law/regulation. A complaint under Title IX is not a grievance and this policy does not apply to such complaints.

2. **Time Limits:** A grievance will only be heard if the complaint has been filed within fifteen days of the meeting with the principal. The fifteen-day deadline may be extended at the discretion of the school principal.

3. **The grievance process is as follows:**

Step 1: If the parties are not satisfied with the decision of the school principal, and the grievance meets the definition set forth above, the parent/student must submit a letter in writing stating the school policy, board policy or law/regulation that was violated including details of the actions and the place, date and time of the violation. The student and their parents/guardians should make all efforts to include any details about the event that may be helpful in the decision-making process. The written letter should be submitted to the OMSA principal and to the Chair of the Board of Directors. If the school principal is implicated in the grievance, the grievance should only be submitted to the Chair or the Vice Chair of the Board of Directors.

Step 2: The Board will review the facts and notify the parties in writing (email accepted) if further action is necessary. If the Board considers the matter should be heard, the parties will be called to meet with the Board. After the hearing, any decision of the Board will be communicated to the school principal and student and their parents/guardians who filed the grievance within five school days. The Board's decision concerning the grievance is final.

5. Enforcement

It shall be the responsibility of the OMSA School Principal to administer this policy for OMSA students and their parents/guardians

6. Distribution

This policy is available to all OMSA staff, students, parents, guardians, volunteers, and the general public on the Old Main STREAM website.

7. Policy Version History

Version	Date	Description	Approved By
1.0	11/19/2018	Initial Policy Adopted	

BUDGET APPROVAL POLICY

1. Overview

The Board of Directors serving Old Main STREAM Academy is responsible for overseeing the Academy's budget and ensuring that the academy operates within a responsible, sustainable financial framework. In line with this responsibility, the Board of Directors that serve Old Main STREAM Academy conducts a budget planning process each year as part of its annual business planning.

2. Purpose

This policy is designed to outline the process for compiling, monitoring and reviewing Old Main STREAM Academy's annual budget.

3. Policy

The Board of Old Main STREAM Academy conducts a budget planning process each year as part of its annual business planning. The School operates under a budget that must be flexible in responding to unforeseen events, including possible reductions in cash flow, and therefore will be regularly monitored and reviewed.

4. Responsibilities

The Board of Old Main STREAM Academy has ultimate responsibility for overseeing the budget and for ensuring that the academy operates within a responsible, sustainable financial framework.

It is the responsibility of the School Principal to prepare all budgets and review budgets in consultation with the Finance Committee.

The Finance Committee consists of:

- The Board Chair
- The Board Treasurer
- The Board Secretary and
- The School Principal

5. Procedures

Preparation of the Budget

In January of each year, the School Principal starts preparing the budget estimates as part of the Business Plan for the financial year. The process includes:

- considering operational costs
- determining payroll costs and
- estimating income

The initial budget estimates are based on the current expenditure projections to end of year, plus Consumer Price Increments for salaries or relevant wage increases, revisions to awards/contracts, and a reasonable increase on operating expenses such as electricity, telephones, etc. The Finance Committee shall be provided with

information concerning how cost increases will be absorbed or will lead to cost reduction strategies.

The Board Treasurer will present during the draft budget for discussion at a Finance Committee meeting. The Finance Committee may accept the estimates as presented or may request variations, within the context of the Business Plan. A detailed report denoting reasons for decisions should be attached to the draft budget for discussion.

The School Principal will then revise the draft and present the amended draft budget at the next available Board meeting, usually in April but no later than end of May. Once adopted by the Board, this becomes the official operating budget for Old Main STREAM Academy for the following financial year, and all Board members and employees must work within the financial limits stated or implied by this document.

Monitoring and Reviewing the Budget

The School Principal is responsible for monitoring the school's expenditures, reviewing the actual and budgeted expenditures, and reporting on the progress of such expenditures.

Financial reports will be prepared each month showing the year-to-date expenditures and its variation from the budget estimates and indicating any increases or decreases in funding.

The School Principal will indicate what effect any variations will have on the budget projections and provide this information to the Board Treasurer and the Board of Directors. The School Principal will also report on any other financial matters that may be related to the Business Plan.

Once adopted by the Board, the Amended Budget will become the new operating budget for the remainder of that financial year.

6. Enforcement

The OMSA Board of Directors shall designate the School Principal to administer this policy and it shall apply to all employees. It shall be the responsibility of the Board of Directors, in conjunction with the School Principal to keep a continual watchful eye of oversight with the finances for OMSA at all times.

7. Distribution

This policy is available to all Old Main STREAM Academy staff and the general public on the Old Main STREAM website.

8. Policy Version History

Version	Date	Description	Approved By
1.0	11/19/2018	Initial Policy Adopted	

ARTICLE VIII - GENERAL PROVISIONS

Section 1. Waiver of Notice. Whenever any notice is required to be given to any member or director under the provisions of the charter or by-laws of OMS, Inc., a waiver thereof in writing signed by the persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice.

Section 2. Fiscal Year. The fiscal year of OMS, Inc. shall be fixed by resolution of the Board of Directors.

Section 3. Amendments. Except as otherwise provided herein, these by-laws may be amended or repealed and new by-laws may be adopted by the affirmative vote of at least two-third (2/3) of the total members of the Board in good standing.

Section 4. Conflict of Interest. No part of the net earnings of OMS, Inc. shall inure to the benefit of, or be distributable to its members, officers, or other private persons, except that OMS, Inc. shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article II hereof. No substantial part of the activities of OMS, Inc. shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and OMS, Inc. shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, OMS, Inc. shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

- (a) Whenever a director or officer has a financial or personal interest in any matter coming before the board of directors, the affected person shall a) fully disclose the nature of the interest and b) withdraw from discussion, lobbying, and voting on the matter. Any transaction or vote involving a potential conflict of interest shall be approved only when a majority of disinterested directors determine that it is in the best interest of OMS, Inc. to do so. The minutes of meetings at which such votes are taken shall record such disclosure, abstention and rationale for approval.
- (b) For purposes of this provision, the term "interest" shall include personal interest, interest as director, officer, member, stockholder, shareholder, partner, manager, trustee or beneficiary of any concern and having an immediate family member who holds such an interest in any concern. The term "concern" shall mean any corporation, association, trust, partnership, limited liability entity, firm, person or other entity other than the organization.
- (c) No director or officer of OMS, Inc. shall be disqualified from holding any office in the organization by reason of any interest in any concern. A director or officer of the organization shall not be disqualified from dealing, either as vendor, purchaser or

otherwise, or contracting or entering into any other transaction with the organization or with any entity of which the organization is an affiliate. No transaction of the organization shall be voidable by reason of the fact that any director or officer of the organization has an interest in the concern with which such transaction is entered into, provided:

1. The interest of such officer or director is fully disclosed to the board of directors.
2. Such transaction is duly approved by the board of directors not so interested or connected as being in the best interests of the organization.
3. Payments to the interested officer or director are reasonable and do not exceed fair market value.
4. No interested officer or director may vote or lobby on the matter or be counted in determining the existence of a quorum at the meeting at which such transaction may be authorized.
5. The minutes of meetings at which such votes are taken shall record such disclosure, abstention, and rationale for approval.

(d) Whenever a director or officer has a financial or personal interest in any matter coming before the board of directors, the board shall ensure that:

1. The interest of such officer or director is fully disclosed to the board of directors.
2. No interested officer or director may vote or lobby on the matter or be counted in determining the existence of a quorum at the meeting of the board of directors at which such matter is voted upon.
3. Any transaction in which a director or officer has a financial or personal interest shall be duly approved by members of the board of directors not so interested or connected as being in the best interests of the organization.
4. Payments to the interested officer or director shall be reasonable and shall not exceed fair market value.
5. The minutes of meetings at which such votes are taken shall record such disclosure, abstention, and rationale for approval.

Section 5. Dissolution. Upon the dissolution of OMS, Inc., the Board of Directors shall, after paying or making provision for the payment of all the liabilities of OMS, Inc., dispose of all of the assets of OMS, Inc. exclusively for the purposes of OMS, Inc. in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational,

religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), as the Board of Directors shall determine.

- (a) Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of OMS, Inc. is then located exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.
- (b) In the event that the court shall find that this section is applicable but that there is no qualifying corporation known to it which has a charitable purpose, which, at least generally, includes a purpose similar to OMS, Inc., then the court shall direct the distribution of its assets lawfully available for distribution to the Treasurer of the State of North Carolina to be added to the general fund.



Appendix K: Articles of Incorporation

Old Main STREAM Academy



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

OLD MAIN STREAM ACADEMY, INC.

the original of which was filed in this office on the 20th day of September, 2018.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 20th day of September, 2018.

Elaine F. Marshall

Secretary of State

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the nonprofit corporation is: Old Main STREAM Academy, Inc.
2. ☒ (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
3. The name of the initial registered agent is: Brenda Dial Deese
4. The street address and county of the initial registered agent's office of the corporation is:
Number and Street: 57 Chief Drive
City: Pembroke State: NC Zip Code: 28372 County: Robeson
The mailing address *if different from the street address* of the initial registered agent's office is:
Number and Street or PO Box: Same
City: _____ State: NC Zip Code: _____ County: _____
5. The name and address of each incorporator is as follows:

Name	Address
<u>Brenda Dial Deese</u>	<u>57 Chief Drive, Pembroke, NC 28372</u>
_____	_____
_____	_____
6. (Check either "a" or "b" below.)
 - a. ☐ The corporation will have members.
 - b. ☒ The corporation will not have members.
7. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
8. Any other provisions which the corporation elects to include are attached.

9. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: 910-734-5025

Number and Street: 120 Youth Drive

City: Pembroke State: NC Zip Code: 28372 County: Robeson

The mailing address *if different from the street address* of the principal office is:

Number and Street or PO Box: 2709

City: Pembroke State: NC Zip Code: 28372 County: Robeson

10. (Optional): Listing of Officers (See instructions for why this is important)

Name	Address	Title
Rose Marie Lowry-Townsend	P. O. Box 3639 Pembroke, NC 28372	Board of Directors, Chair
Lemark Harris	2493 Whistling Rufus Road Pembroke, NC 288372	Board of Directors, Treasurer

11. (Optional): Please provide a business e-mail address:

Privacy Redaction

The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

12. These articles will be effective upon filing, unless a future time and/or date is specified: _____

This is the 7 day of September, 2018.

Brenda Dial Deese

Incorporator Business Entity Name

Brenda Dial Deese

Signature of Incorporator

Brenda Dial Deese

Type or print Incorporator's name and title, if any

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

Purpose of Corporation

This corporation is organized for the following purpose(s) (*check as applicable*):

- ☐ religious,
- ☐ charitable,
- ☒ educational,
- ☐ testing for public safety,
- ☐ scientific,
- ☐ literary,
- ☐ fostering national or international amateur sports competition, and/or
- ☐ prevention of cruelty to children or animals,

including, for such purposes; the making of distributions to organizations that qualify as exempt organizations under Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 (herein the "Code") (or the corresponding provisions of any future United States Internal Revenue Code).

Prohibited Activities

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, directors, officers, or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these articles of incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Distributions Upon Dissolution

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine, or to federal, state, or local governments to be used exclusively for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes.



Appendix L: Insurance Quotes

Old Main STREAM Academy



CHOICE INSURANCE

508 E. Third Street, Pembroke, NC 28372 910-521-8301-PH

July 22, 2019

Old Main STREAM Academy
PO Box 2709
Pembroke, NC 28372

To Dr. Rose Marie Lowry-Townsend,

We would like to thank you for giving us the opportunity to do an initial evaluation for insurance related services for Old Main STREAM Academy. Based on our preliminary evaluation of the insurance needs for this risk, we have made the following yearly estimates:

Area of Proposed Coverage	Proposed Amount of Coverage	Cost (Quote)
Comprehensive General Liability	\$1,000,000.00/occurrence	\$7,000
Officers and Directors/Errors and Omissions	\$1,000,000.00/occurrence	\$3,500
Property Insurance		
Automobile Liability	\$1,000,000.00/occurrence	\$4,800
Crime Coverage	\$250,000.00 \$250,000.00	\$1,500
Minimums/Maximum Amount		
Worker's Compensation	\$500,000	\$4,500
Other Coverage		
Total Cost		\$21,300

Please make note that these quotes are just estimates and could be subject to change depending on underwriting guidelines, date of issuance, and market trends.

Sincerely,

A handwritten signature in black ink, appearing to read 'David E. Jones'.

David E. Jones
Agent

Attach Appendix L: Insurance Quotes

The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and projected cost.

4.4 Health and Safety Requirements

All public charter schools are required to follow the regulations regarding health and safety as stated in G.S. 115C 218.75.

We, the Board members at Old Main STREAM Academy will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.

Kel M. [Signature]
Board Chair Signature

7/26/19
Date

Appendix N: Proposed School Budget for Year 1 through Year 5

Old Main STREAM Academy

Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page.

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.

LEA #1:	780-Robeson	What percentage of students from the LEA selected above will qualify for EC funding?	6%
LEA #2:		What percentage of students from the LEA selected above will qualify for EC funding?	
LEA #3:		What percentage of students from the LEA selected above will qualify for EC funding?	

Grade	Year 1			Year 2			Year 3			Year 4			Year 5		
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
	780			780			780			780			780		
Kindergarten	40			60			60			60			60		
Grade 1	40			40			60			60			60		
Grade 2	40			40			40			60			60		
Grade 3	40			40			40			40			60		
Grade 4	40			40			40			40			40		
Grade 5				40			40			40			40		
Grade 6							40			40			40		
Grade 7										40			40		
Grade 8													40		
Grade 9															
Grade 10															
Grade 11															
Grade 12															
LEA Totals:	200	0	0	260	0	0	320	0	0	380	0	0	440	0	0

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as set forth and approved in the projected enrollment tables. However, in subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).

Budget: Revenue Projections from each LEA Year 1

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

In year 1: Base state allotments are determined by the LEA in which the student resides.

In year 2 and Beyond: Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).

Federal EC Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:		780-Robeson	
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,446.71	200	\$1,289,342.00
Local Funds	\$573.00	200	\$114,600.00
State EC Funds	\$3,868.59	12	\$46,423.08
Federal EC Funds	\$1,514.35	12	\$18,172.20
Total:			\$1,468,537.28

LEA #2:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds		0	
Local Funds		0	
State EC Funds		0	
Federal EC Funds		0	
Total:			\$0.00

LEA #3:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds			
Local Funds			
State EC Funds			
Federal EC Funds			
Total:			\$0.00

Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on federal funding in year one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants will need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4	Year 5
State ADM Funds	\$ 1,289,342	\$ 1,676,145	\$ 2,062,947	\$ 2,449,750	\$ 2,836,552
Local Per Pupil Funds	\$ 114,600	\$ 148,980	\$ 183,360	\$ 217,740	\$ 252,120
State EC Funds	\$ 46,423	\$ 60,350	\$ 74,277	\$ 88,204	\$ 102,131
Federal EC Funds	-	\$ 18,172	\$ 29,076	\$ 34,527	\$ 39,979
Other Funds*					
Working Capital*					
TOTAL REVENUE	\$ 1,450,365	\$ 1,903,647	\$ 2,349,660	\$ 2,790,221	\$ 3,230,782

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix M.

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	\$ 72,000	\$ 72,000	1	\$ 74,160	\$ 74,160	1	\$ 76,385	\$ 76,385	1	\$ 78,677	\$ 78,677	1	\$ 81,037	\$ 81,037
Assistant Administrator		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Finance Officer	0.5	\$ 40,000	\$ 20,000	0.5	\$ 41,200	\$ 20,600	1	\$ 42,436	\$ 42,436	1	\$ 43,714	\$ 43,714	1	\$ 48,026	\$ 48,026
Clerical	1	\$ 28,000	\$ 28,000	1	\$ 28,840	\$ 28,840	1	\$ 29,705	\$ 29,705	1	\$ 30,596	\$ 30,596	1	\$ 31,514	\$ 31,514
Food Service Staff		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Custodians	1	\$ 23,000	\$ 23,000	1	\$ 23,690	\$ 23,690	1	\$ 24,401	\$ 24,401	1	\$ 25,133	\$ 25,133	1	\$ 25,887	\$ 25,887
Transportation Staff		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Guidance Counselor	1	\$ 35,000	\$ 35,000	1	\$ 36,150	\$ 36,150	1	\$ 37,132	\$ 37,132	1	\$ 38,245	\$ 38,245	1	\$ 39,393	\$ 39,393
Social Worker	0	\$ -	\$ -	0.5	\$ 36,150	\$ 18,075	1	\$ 37,132	\$ 37,132	1	\$ 38,245	\$ 38,245	1	\$ 39,393	\$ 39,393
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Total Admin and Support:	4.5		\$ 178,000	5		\$ 201,515	6		\$ 247,191	6		\$ 254,610	6		\$ 265,250
Instructional Personnel															
Core Content Teacher(s)	8	\$ 35,000	\$ 280,000	10	\$ 36,150	\$ 361,500	12	\$ 37,132	\$ 445,584	14	\$ 38,245	\$ 535,430	16	\$ 39,393	\$ 630,288
Electives/Specialty Teacher(s)	2	\$ 35,000	\$ 70,000	3	\$ 36,150	\$ 108,450	4	\$ 37,132	\$ 148,528	5	\$ 38,245	\$ 191,225	6	\$ 39,393	\$ 236,358
Exceptional Children Teacher(s)	0.5	\$ 35,000	\$ 17,500	0.5	\$ 36,150	\$ 18,075	1	\$ 37,132	\$ 37,132	1	\$ 38,245	\$ 38,245	1	\$ 39,393	\$ 39,393
Instructional Support		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Teacher Assistants	6	\$ 23,000	\$ 138,000	7	\$ 23,690	\$ 165,830	8	\$ 24,401	\$ 195,208	11	\$ 25,133	\$ 276,463	12	\$ 25,887	\$ 310,644
Physical Education Teacher	1	\$ 35,000	\$ 35,000	1	\$ 36,150	\$ 36,150	1.5	\$ 37,132	\$ 55,698	2	\$ 38,245	\$ 76,490	2	\$ 39,393	\$ 78,786
Art Teacher	0.5	\$ 35,000	\$ 17,500	1	\$ 36,150	\$ 36,150	1	\$ 37,132	\$ 37,132	1	\$ 38,245	\$ 38,245	1	\$ 39,393	\$ 39,393
Music Teacher	0.5	\$ 35,000	\$ 17,500	1	\$ 36,150	\$ 36,150	1	\$ 37,132	\$ 37,132	1	\$ 38,245	\$ 38,245	1	\$ 39,393	\$ 39,393
Media Specialist	1	\$ 35,000	\$ 35,000	1	\$ 36,150	\$ 36,150	1	\$ 37,132	\$ 37,132	1	\$ 38,245	\$ 38,245	1	\$ 39,393	\$ 39,393
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Total Instructional Personnel:	19.5		\$ 618,500	24.5		\$ 798,455	29.5		\$ 993,546	36		\$ 1,232,588	40		\$ 1,413,648
Total Admin, Support and Instructional Personnel:	24		\$ 788,500	29.5		\$ 999,970	35.5		\$ 1,240,737	42		\$ 1,487,198.36	46		\$ 1,678,898

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	0	\$ -	\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan-NC State	0	\$ -	\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan-Other	0	\$ -	\$ -			\$ -			\$ -			\$ -			\$ -
Life Insurance	0	\$ -	\$ -			\$ -			\$ -			\$ -			\$ -
Disability	0	\$ -	\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	4.5	\$ 574	\$ 2,583	5	\$ 584	\$ 2,922	6	\$ 597	\$ 3,584	6	\$ 615	\$ 3,692	6	\$ 641	\$ 3,846
Social Security	4.5	\$ 2,453	\$ 11,039	5	\$ 2,498	\$ 12,490	6	\$ 2,555	\$ 15,330	6	\$ 2,632	\$ 15,790	6	\$ 2,742	\$ 16,450
Benefit Package	4.5	\$ 2,000	\$ 9,000	5	\$ 2,000	\$ 10,000	6	\$ 2,000	\$ 12,000	6	\$ 2,000	\$ 12,000	6	\$ 2,000	\$ 12,000
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Total Admin and Support Benefits:			\$ 22,622			\$ 25,412			\$ 30,914			\$ 31,482			\$ 32,296
Instructional Personnel Benefits															
Health Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan-NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan-Other		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Social Security	19.5	\$ 1,941	\$ 37,850	24.5	\$ 2,020	\$ 49,500	29.5	\$ 2,088	\$ 61,596	36	\$ 2,540	\$ 91,440	40	\$ 2,191	\$ 87,640
Disability		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Medicare	19.5	\$ 454	\$ 8,853	24.5	\$ 473	\$ 11,580	29.5	\$ 488	\$ 14,396	36	\$ 596	\$ 21,456	40	\$ 513	\$ 20,520
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Benefit Package	19.5	\$ 2,000	\$ 39,000	24.5	\$ 2,000	\$ 49,000	29.5	\$ 2,000	\$ 59,000	36	\$ 2,000	\$ 72,000	40	\$ 2,000	\$ 80,000
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Total Instructional Personnel Benefits:			\$ 85,703			\$ 110,080			\$ 134,992			\$ 184,896			\$ 188,160
Total Personnel Benefits:			\$ 108,324			\$ 135,492			\$ 165,906			\$ 216,378			\$ 220,456
Total Admin & Support Personnel (Salary & Benefits):	4.5		\$ 200,622	5		\$ 226,927	6		\$ 278,105	6		\$ 286,092.24	6		\$ 297,546
Total Instructional Personnel (Salary & Benefits):	19.5		\$ 696,203	24.5		\$ 906,535	29.5		\$ 1,128,538	36		\$ 1,417,484	40		\$ 1,601,808
TOTAL PERSONNEL:	24		\$ 896,824	29.5		\$ 1,135,462	35.5		\$ 1,406,643	42		\$ 1,703,576	46		\$ 1,899,354

*The personnel list below may be amended to meet the staffing of individual charter schools. This list should align with the projected staff located in the Operations Plan.

Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support		Year 1	Year 2	Year 3	Year 4	Year 5
Office						
Office Supplies	\$	6,000.00	\$ 5,500.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Paper	\$	2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
Computers & Software	\$	5,500.00	\$ 4,000.00	\$ 2,000.00	\$ 1,000.00	\$ 1,000.00
Communications & Telephone	\$	7,000.00	\$ 6,500.00	\$ 6,500.00	\$ 6,500.00	\$ 6,500.00
Copier leases	\$	3,400.00	\$ 3,600.00	\$ 3,800.00	\$ 4,000.00	\$ 4,200.00
Furniture	\$	8,000.00	\$ 4,000.00	\$ 3,500.00	\$ 3,000.00	\$ 3,000.00
*** Insert rows and edit text as needed. ***						
Management Company						
Contract Fees						
Other						
*** Insert rows and edit text as needed. ***						
Professional Contract						
Legal Counsel	\$	2,500.00	\$ 2,500.00	\$ 2,700.00	\$ 2,700.00	\$ 2,900.00
Student Accounting	\$	6,000.00	\$ 7,800.00	\$ 9,600.00	\$ 11,200.00	\$ 12,800.00
Financial	\$	3,000.00	\$ 3,000.00	\$ 3,200.00	\$ 3,200.00	\$ 3,400.00
Other						
*** Insert rows and edit text as needed. ***						
Facilities						
Facility Lease/Mortgage	\$	96,000.00	\$ 96,000.00	\$ 96,000.00	\$ 96,000.00	\$ 96,000.00
Maintenance	\$	4,500.00	\$ 5,500.00	\$ 6,500.00	\$ 7,000.00	\$ 7,000.00
Custodial Supplies	\$	5,500.00	\$ 6,000.00	\$ 6,500.00	\$ 7,000.00	\$ 7,500.00

Custodial Contract					
Insurance (pg19)	\$ 21,300.00	\$ 21,300.00	\$ 21,300.00	\$ 21,300.00	\$ 21,300.00
Other					
*** Insert rows and edit text as needed. ***					
Utilities					
Electric	\$ 8,000.00	\$ 8,200.00	\$ 8,400.00	\$ 8,600.00	\$ 8,800.00
Gas					
Water/Sewer	\$ 1,200.00	\$ 1,200.00	\$ 1,250.00	\$ 1,250.00	\$ 1,300.00
Trash	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00
Other					
*** Insert rows and edit text as needed. ***					
Transportation					
Buses	\$ 60,000.00	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	
Gas	\$ 5,000.00	\$ 5,000.00	\$ 6,000.00	\$ 6,500.00	\$ 7,500.00
Oil/Tires & Maintenance	\$ 18,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00
Special Transportation Needs	\$ 10,000.00	\$ 10,000.00	\$ 11,000.00	\$ 12,000.00	\$ 13,000.00
*** Insert rows and edit text as needed. ***					
Other					
Marketing	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Child nutrition					
Travel					
Other					
*** Insert rows and edit text as needed. ***					
Total Administrative & Support Operations:	\$ 277,600.00	\$ 316,800.00	\$ 319,950.00	\$ 322,950.00	\$ 227,900.00

OPERATIONS BUDGET: Instructional		Year 1	Year 2	Year 3	Year 4	Year 5
Classroom Technology						
Software	\$	8,000.00	\$ 8,000.00	\$ 12,000.00	\$ 18,000.00	\$ 25,000.00
Student Ipads & Chrome Books	\$	30,000.00	\$ 40,000.00	\$ 25,000.00	\$ 20,000.00	\$ 20,000.00
*** Insert rows and edit text as needed. ***						
Instructional Contract						
Staff Development	\$	18,000.00	\$ 18,000.00	\$ 20,000.00	\$ 25,000.00	\$ 32,000.00
Other	\$	4,000.00	\$ 5,500.00	\$ 6,000.00	\$ 6,500.00	\$ 7,000.00
*** Insert rows and edit text as needed. ***						
Books and Supplies						
Instructional Materials	\$	90,000.00	\$ 160,000.00	\$ 140,000.00	\$ 140,000.00	\$ 140,000.00
Curriculum/Texts	\$	50,000.00	\$ 75,000.00	\$ 75,000.00	\$ 100,000.00	\$ 110,000.00
Copy Paper	\$	5,500.00	\$ 6,000.00	\$ 6,500.00	\$ 6,700.00	\$ 7,000.00
Testing Supplies	\$	3,000.00	\$ 3,700.00	\$ 4,000.00	\$ 5,000.00	\$ 5,500.00
Other						
*** Insert rows and edit text as needed. ***						
Total Instructional Operations:	\$	208,500.00	\$ 316,200.00	\$ 288,500.00	\$ 321,200.00	\$ 346,500.00
TOTAL OPERATIONS:		\$ 486,100.00	\$ 633,000.00	\$ 608,450.00	\$ 644,150.00	\$ 574,400.00

**Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 896,824.00	\$ 1,135,461.92	\$ 1,406,643.48	\$ 1,703,576.24	\$ 1,899,353.94
Total Operations	M	\$ 486,100.00	\$ 633,000.00	\$ 608,450.00	\$ 644,150.00	\$ 574,400.00
Total Expenditures	$N = J + M$	\$ 1,382,924.00	\$ 1,768,461.92	\$ 2,015,093.48	\$ 2,347,726.24	\$ 2,473,753.94
Total Revenue	Z	\$ 1,450,365.08	\$ 1,903,646.80	\$ 2,349,659.65	\$ 2,790,220.83	\$ 3,230,782.02
Surplus / (Deficit)	$= Z - N$	\$ 67,441.08	\$ 135,184.88	\$ 334,566.17	\$ 442,494.59	\$ 757,028.08

Appendix P: Required Signed and Notarized Documents

Old Main STREAM Academy


Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third party contracts with individuals or companies.








- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non Profit Corporation.

- Name of the Selected Board Attorney:

Gregory A Bullard 


- Date of Review: 7/26/19

- Signature of Board Members Present (Add Signature Lines as Needed):

- ❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

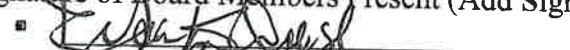






- Name of the Selected Board Auditor:

Matthew A Patterson CPA 

- Date of Review:

2019 07 15

- Signature of Board Members Present (Add Signature Lines as Needed):

- ❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

- Name of the Contact for Selected EMO/CMO: _____

- Date of Review: _____

- Signature of Board Members Present (Add Signature Lines as Needed):

■	_____
■	_____
■	_____
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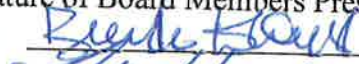
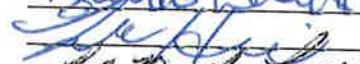



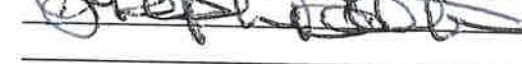
- ❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

- Name of the Contact: _____

- Name of the Selected Financial Service Provider: _____

- Date of Review: _____

- Signature of Board Members Present (Add Signature Lines as Needed):

■	
■	
■	
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- ❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.

- Name of the Contact: _____

- Name of the Selected PowerSchool Service Provider: _____

- Date of Review: _____

- Signature of Board Members Present (Add Signature Lines as Needed):

■	_____
■	_____
■	_____



01
02
03
04

Certification

I, Rose Marie Lowry-Townsend, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as

Charter School is true and correct in every respect.

Rose Marie Lowry-Townsend
7/29/19

Signature
Date



Appendix O: Additional Appendices Provided by the Applicant

Old Main STREAM Academy

General Statement: Old Main STREAM Academy will employ a school principal that is adept at creating systems for change and building relationships. The school principal will use Professional Knowledge and Indigenous Knowledge systems, and support from OMS employees and community members to implement the OMS educational model or OMS students. The school principal will create and develop the expectation that through the efforts and strength of hard work, disciplined focus, and fun experiences, the mission and the purpose of the school will emerge as cornerstones of lifelong learning.

Strategic Leadership

- Shares a vision of the changing world in the 21st century that schools are preparing children to enter
- Develop the framework for continual improvement in the School Improvement Plan
- Use a driving force behind major initiatives that help students acquire 21st century skills
- Share OMS mission with stakeholders and further develops the vision for the school that captures peoples' attention and imagination
- Create processes that provide for the periodic review and revision of OMS' vision, mission, purpose, and strategic goals with all stakeholders
- Create processes to insure the school's identity (vision, mission, purpose, values, beliefs, and goals) and actually drive decisions and inform the public about the culture of the school

Instructional Leadership

- The school principal persistently focuses attention on learning and teaching by initiating and guiding conversations about instruction and student learning that is oriented towards high expectations and concrete goals
- Demonstrate knowledge of 21st century curriculum, instruction, and assessment- the OMS educational model by leading/participating in meetings with teachers and parents where these topics are discussed, and holds frequent, formal or informal conversations with students, staff, and parents around these topics
- Ensures that there is appropriate and logical alignments between the curriculum, standards, initiatives, and Red Pedagogy
- Challenges the staff to reflect deeply on and define what knowledge skills, and concepts are essential to the complete educational development of students; researches and defines ideas for Indigenous AIG giftedness and developmental delays or lags and interdisciplinary and cross disciplinary curriculum initiatives
- Create processes for collecting and using student test data and other formative data from other sources for the improvement of instruction
- Systematically and frequently observes in classrooms and engages in conversation with students about their learning

Cultural Leadership – Red Pedagogy

- Systematically develops, implements, and realigns concepts of shared values, beliefs, and the practices for disciplines as defined in OMS vision to establish a school identity that emphasizes a sense of community and cooperation to guide the disciplined thought and action of all staff and students
- Systematically and fairly acknowledges failures and celebrates accomplishments of the school, staff, and students
- Visibly supports the positive, culturally responsive traditions of the school community
- Promote a sense of well-being among staff, students, parents, and community
- Build a sense of efficacy and empowerment among staff that results in a "can do" attitude when faced with challenges
- Empower staff to present, discuss, and recommend creative 21st century concepts for school improvement

Human Resource Leadership

- Provide structures for the development of effective professional learning communities aligned with the School Improvement Plan, results, and characterized by collective responsibility for instruction
- Model the importance of continued learning by engaging in activities to develop personal knowledge and skills along with expanded self-awareness.
- Communicate a positive attitude about the ability of staff to accomplish substantial outcomes to improve their efficacy
- Create processes for teachers to assume leadership and decision-making roles within the school that foster career development
- Create and monitors processes for hiring, inducting, and mentoring new teachers and other staff to the school
- Systematically and personally is involved in the school's professional activities

Managerial Leadership

- Create processes to provide for a balanced operational budget for school programs and activities
- Create processes to recruit and retain a high quality workforce in the school that meets the diverse needs of students
- Create processes to identify, solve, resolve, dissolve or absolve school-based problems/conflicts in a fair, democratic way
- Collaboratively develops and enforces clear expectations, structures, rules and procedures for students and staff

External Development Leadership

- Implement processes that empower parents and other stakeholders to make significant decisions
- Create systems that engage all community stakeholders in a shared responsibility for student and school success
- Design protocols and processes that ensure compliance with state and district mandates
- Create opportunities to advocate for the school in the community with parents
- Communicate the school's accomplishments to the public media
- Garner fiscal, intellectual and human resources from the community the 21st century learning agenda of the school
- Build relationships with individuals and groups to support specific aspects of learning

Micropolitical Leadership

- Create an environment and mechanisms to ensure all internal stakeholder voices are heard/respected
- Create processes and protocol to buffer and mediate staff interest
- Design transparent system to equitably manage human and financial resources
- Demonstrate sensitivity to personal needs of staff
- Encourage people to express opinions contrary to those of authority
- Demonstrate ability to predict what could go wrong from day to day
- Maintain high visibility and communications throughout school community

Academic Achievement Leadership

- The school principal will contribute to the academic success of students. The work of the school principal will result in acceptable, measurable progress for students based on established performance expectations and using appropriate data to demonstrate growth.

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Procedia

Social and Behavioral Sciences

5th World Conference Educational Sciences-WCES 2013

School Culture and American Indian Educational Outcomes

Donna Martinez, Ph.D.

University of Colorado Denver, Campus Box 134, Denver, Colorado, 80217-3364, United States

Abstract

American Indians have the lowest educational attainment rates of any group in the United States. Researchers have attributed this educational disparity gap that American Indians experience to the lack of cultural relevance in mainstream educational settings. American Indian students perceive a cultural bias against them in classroom curriculum as well as pedagogical practices. While some states have passed legislation to support teaching about American Indians, no funding to support culturally relevant curriculum changes or teacher training accompany these measures. Successful American Indian college students learn how to develop a strong academic identity, while retaining strong cultural ties. A continuing educational gap in access to higher education, in a knowledge-based economy affects the socio-economic status of families and tribes. Incorporating tribal values into mainstream schools would not only educational connections for American Indian students, but can also enhance the learning environment for all students.

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Selection and/or peer-review under responsibility of Academic World Education and Research Center.

Keywords: American Indian education, educational disparity, boarding schools, culture and cognition

Introduction

American Indian students have the lowest educational attainment rates of any group in the United States. Many American Indian students perceive their current classroom experiences as unrelated to them culturally. Insisting that the culture of school is more important than culture of students' homes is form of cultural imperialism. Educational institutions believe that they offer a "culture blind" education to all American students; an education where race and cultural backgrounds of students do not matter, a reportedly culture-free zone.

p that American Indians experience to the lack of of high school graduation for American Indian % begin college, compared to a national average of % of American Indians have college degrees, less Education Foundation, 2011). American Indians au, 2010), and a distinct numerical minority in

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and Research Center.

College and Career Readiness in Elementary Schools

Nicole Pulliam^{a,*}, Samantha Bartek^a

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Abstract

This conceptual article will provide an in-depth exploration of the relevant literature focused on college and career readiness interventions in elementary schools. Beginning with a theoretical framework, a rationale is provided for early intervention by elementary school counselors. While professional guidelines and standards exist supporting early college and career readiness interventions, research outlining evidence-based practices at the elementary level is scarce. Existing practices used by school counselors are outlined.

Keywords: Career development, college and career readiness, elementary education

Introduction

Career development describes "the lifelong psychological and behavioral processes as well as contextual influences shaping one's career over the life span" (Niles & Harris-Bowlsbey, 2005, p. 12). During the elementary years, students are at a crucial period when career beliefs and aspirations are being developed (Mariani, Berger, Koerner, & Sandlin, 2016). While scarce, studies exist citing the significance of career-related decisions occurring during the elementary years. One study cited a large number of participants aged 9-10 who believed they already made decisions related to career aspirations (Seligman, Weinstock, & Heflin, 1991). In another study, adults aged 40-55 explained that they made career-related decisions about their current professions during early childhood (Trice & McClellan, 1994). Evidence supporting the need for evidence-based career counseling interventions for elementary students has increased in the research literature, though it remains highly underrepresented, with the majority focused on middle and high school interventions (Knight, 2015; Mariani et al., 2016; Woods & Kaszubowski, 2008).

Interventions focused on college and career readiness have gained traction in the literature, noting the importance related to the development of a college-going mindset and in-depth career exploration as early as elementary school (Knight, 2015; Mariani et al., 2016). Recent predictions highlight the importance of both college and career readiness interventions (Carnevale, Smith, & Strohl, 2010), noting that by 2020, 65% of jobs in the nation will require some form of postsecondary education; however, the U.S. is predicted to be short of

five million workers for these jobs by then (Carnevale, Smith, & Strohl, 2014). Job outlook has continuously been stronger for those with postsecondary education, leading to increased income potential. Initiatives such as the North Star Goal launched in 2010 by the Obama administration, which aimed to make the U.S. a leader in postsecondary degree completion, and the Reach Higher Initiative (Reach Higher, 2015) led by former First Lady Michelle Obama focused on the goal of postsecondary access and success. As a result, many states across the country now require career planning before middle school (NOSCA, 2012). School counselors play a significant role in assisting students with career exploration and college readiness. The American School Counselor Association's National Model (ASCA, 2003) described a comprehensive school counseling program as a program addressing the needs of children beginning as early as pre-kindergarten through 12th grade in three domains: academic, career, and personal/social. The career domain highlights the significance of developing skills to locate, evaluate, and interpret career information. Additionally, the career domain includes competencies demonstrating how interests, abilities, and achievement lead to achieving personal, social, educational, and career goals (ASCA, 2003). Since we know that elementary-aged children begin to make career-related choices that influence their future career goals, it is imperative that elementary school counselors become more involved in career-related interventions early on (Mariani et al., 2016; Woods & Kaszubowski, 2008).

* Corresponding author: Nicole Pulliam, Monmouth University, Department of Educational Counseling and Leadership, 400 Cedar Avenue, West Long Branch, New Jersey, 07764, USA. Email: npulliam@monmouth.edu

^a Monmouth University, Department of Educational Counseling and Leadership, United States of America. E-mail addresses: (N. Pulliam) npulliam@monmouth.edu, (S. Bartek) sbartek@monmouth.edu.

Dear colleagues,

For Native American students and their communities, college and career preparedness is more important than ever before. The benefits of educational achievement directly translate into meaningful careers and economic development opportunities for individuals and communities. According to the Center on Education and the Workforce at Georgetown University, between 1973 and 2020, the percentage of jobs that require education and training beyond high school will have more than doubled, from 28% of jobs in 1973 to 65% in 2020. Clearly, the number of jobs that will require postsecondary training and education is large and growing.

On behalf of the National Indian Education Association (NIEA) and ACT, we hope you will use the following information to support educators and tribal communities in identifying and addressing specific student needs. As the cost of tuition and fees continues to rise and becomes an increasingly large factor in decisions about whether to go to college and where to attend, Native students and their families must carefully prepare and choose high school coursework that ensures readiness for both college and career success. For many American Indian and Alaska Native students, scholarship opportunities, fellowships, and grants will be absolutely critical to efforts to increase postsecondary access.

Data collected through assessments like the ACT® test play an essential role in identifying the critical programming necessary to help students become academically, socially, and emotionally prepared for the demands of college, and for better understanding factors that inhibit equitable access to college and careers.

The data in this report indicate that early interventions can make a substantial difference in outcomes for students from Native communities. Educational planning, monitoring, and interventions must be better aligned to help students realize their aspirations. These aligned efforts must begin early in a student's life and must continue throughout a student's educational career.

Moreover, college access can be strengthened by increasing the programmatic capacity of local agencies to design, implement, and operate more effective academic and evaluation practices that support Native student learning. Using and disaggregating data more effectively will increase the ability of scholastic support systems to positively affect Native student achievement, increase access to resources for college and careers, and strengthen tribal sovereignty and self-determination by developing the tribal leadership of tomorrow.

Through NIEA's partnership with ACT, driven by our similar missions and values, we hope this research provides greater insights on how institutions and programs can better help all students find success in college and careers. While this report sheds light on the successes and struggles faced by Native students, it also illustrates the potential impact that specific coursework has on college and career readiness. By using these data to close the gap between aspirations and reality, we can work together to address the needs of vulnerable students through innovative programming and services designed to increase student success.



Marten Roorda
CEO, ACT



Ahniwake Rose
Executive Director,
National Indian Education Association

Worksheet 14: Lumbee Vocabulary Quiz

To complete this quiz, found on page 31 of the **Student Workbook**, students will have to remember the words they heard in the video vignette and use their reasoning and context clues to match up the sentences and the words. As an example, students can assume that a "brickhouse Indian" refers to a person, and then look for the sentence that requires a person in the blank to make sense, in this case, sentence number eight.



WORD BANK

brickhouse Indian	ellick	gaum	jubious	juvember
Lum	mommuck	on the swamp	sorry in the world	toten

ANSWER KEY

1. I have a hard time waking up in the morning without a cup of ellick.
2. I just washed those towels, don't mommuck them!
3. We got in trouble for shooting rocks at cars with a juvember.
4. I was feeling sorry in the world I was so sick.
5. I was on the swamp so I thought I'd stop by.
6. You have to be a part of this community to be a Lum.
7. He was so scared all day after seeing a toten in the morning.
8. That brickhouse Indian just went on another vacation to Hawaii!
9. The faucet was so gaumed up that hardly any water came out.
10. I was really jubious last night when we lost power for a few hours.

Teaching tip:

It is interesting to point out that some of these terms are shared with other dialects we've examined. For example, *toten* and *mommuck* are both found in Outer Banks English, and the term *gaum* is found in Appalachian English. Also, many dialects have terms for community insiders, including *Lum* in Lumbee and *Ococker* on Ocracoke.

Definitions of the vocabulary words:

brickhouse Indian - a well-off Lumbee

ellick - coffee with sugar

gaum - clogged or a mess

jubious - weary or afraid, eerie or strange

juvember - a slingshot

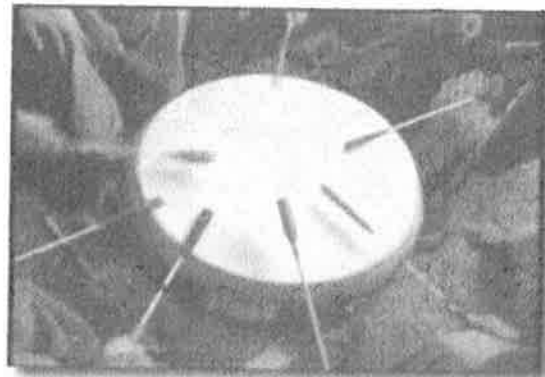
Lum - a person of Lumbee ancestry who participates in the community

mommuck - to make a mess of

on the swamp - in the neighborhood, nearby

sorry in the world - not feeling well

toten - a foreboding omen or sign of a ghost or spirit



MODELS OF AMERICAN INDIAN EDUCATION: CULTURAL INCLUSION AND THE FAMILY/COMMUNITY/ SCHOOL LINKAGE*

ADRIENNE FRENG
University of Wyoming

SCOTT FRENG
University of Wyoming

HELEN A. MOORE
University of Nebraska-Lincoln

Educational research has explored the impact of culture and the linkage of families and communities to schools on student achievement among minority students. Little focus, however, has been placed on the family/community interactions with schools among culturally distinctive populations such as American Indians and students' perceptions of the educational process. This exploratory research examined the state of education from the perspective of American Indian young adults from various tribes in Nebraska. Instead of focusing on educational achievement, the emphasis of most educational research relating to American Indians, this study explored the model of education in existence. Additionally, researchers explored the respondents' interpretations of the role of culture and language in the public school system and its link to the family/community/school interaction. Qualitative thematic analyses of the responses highlight themes of an educational system that largely ignores American Indians' unique cultural and educational needs and represents a separate sphere from the community and family (Charleston 1994; Epstein 1995).

*An earlier version of this paper was presented at the National Association of Native American Studies Conference, Houston TX, February, 2000. The original research was supported by a grant from the University of Nebraska-Lincoln Research Council: IRB #98-07-422EP. The points of view in this article are the authors and do not necessarily represent those of the research council. We would like to thank the individuals who contributed their stories in order for us to complete this research and the peer interviewers who listened to those stories. We would also like to thank the reviewers at *Sociological Focus* for their insightful comments. Correspondence concerning this article should be addressed to Adrienne Freng, University of Wyoming, Department of Criminal Justice, 1000 E. University, Dept. 3197, Laramie, WY 82071. Phone number: 307-766-2307. E-mail: afreng@uwyo.edu.

Abstract

This study duplicated the survey research of Robinson-Zanartu and Majel-Dixon in their 1996 article "Parent Voices: American Indian Relationships with Schools" published in *The Journal of American Indian Education*. Two hypotheses were investigated in this study. The first hypothesis was that due to the increase in multicultural education training that teachers receive as pre-service teachers and in professional development, there would be an increase in Native American parent/community satisfaction with the schools that service their children. The second hypothesis was that due to this multicultural education training there would be a reduction in referrals of Native American students to special education programs. Although there was a slight improvement in satisfaction on the Likert Scale portion of the survey, the open-ended responses indicated much of the same frustrations documented in the original study. The data collected in the current study documented a reduction of Native American student referrals to special education.

Sense of Place and Place-Based Introductory Geoscience Teaching for American Indian and Alaska Native Undergraduates

Steven Semken

Department of Geological Sciences and Center for Research on Education in Science, Mathematics, Engineering, and Technology, Arizona State University, Tempe, Arizona 85287-1404, semken@asu.edu

ABSTRACT

Places are localities given meaning by human experiences in them. Sense of place refers to a set of meanings of and attachments to places that are held by individuals or by groups. The cultures and educational philosophies of American Indian and Alaska Native peoples reflect rich senses of the places that make up their traditional homelands. However, sense of place does not manifest itself in proportionate enrollments in undergraduate geoscience by American Indians and Alaska Natives. This is because mainstream geoscience teaching emphasizes global syntheses over exploration and in-depth understanding of places that have prior meaning for Indigenous students, and may even depict such places in culturally-inappropriate ways. Many teachers and researchers with experience in Native educational systems recommend a greater emphasis on the study of local places, synthesis of local cultural knowledge, and community-directed activities in science education. Such a "place-based" approach is used by a small number of school systems, nearly all outside of Native communities. Place-based geoscience teaching could potentially enhance science literacy among American Indian, Alaska Native, and other underrepresented minority students, and bring more of them into the geoscience profession. However, this hypothesis has not yet been rigorously tested. Empirical and descriptive studies of place attachment and meaning among different student populations, and clearer definition of place-based teaching, are prerequisite to more authentic place-based geoscience courses and programs. Five characteristics of place-based geoscience teaching are identified here and illustrated with suggestions for implementation in diverse educational settings.

SENSE OF PLACE

Places, which are spatial localities given meaning by human experiences in them, are integral to the knowledge systems and cultural identities of traditional American Indian and Alaska Native (AI/AN) peoples (Cajete, 1994, 2000; Kelley and Francis, 1994; Basso, 1996; Kawagley and Barnhardt, 1999; Deloria and Wildcat, 2001). Traditional indigenous ways of knowing and teaching imbue youth with a rich *sense of place*, a concept expressed in diverse and often amorphous ways (Shamai, 1991; Brandenburg and Carroll, 1995; Hass and Nachtigal, 1998; Williams and Stewart, 1998; Kruger and Jakes, 2003; Stedman, 2003). In this paper, sense of place will denote the meanings of and the attachments to a place held by a person or a group.

Place is distinguished from space by being socially constructed and local, rather than quantitatively described and universal (Tuan, 1977). In other words, people make places out of space (Brandenburg and Carroll, 1995), and a given locality or landscape can hold

widely divergent meanings for different individuals or cultures (Gruenewald, 2003). The physical environment appears to play a major role in creating and shaping sense of place (Ryden, 1993; Stedman, 2003), and in some cases a physiographic province or ecosystem may coincide with a place (Williams and Patterson, 1996). If sense of place influences the ways that people observe and interpret natural phenomena, it must influence geoscience learning, and it merits study by geoscience educators.

Social scientists and humanists have long been interested in the diverse ways that people understand and form bonds to places. Geographers consider place to be a fundamental theme of their discipline (Tuan, 1977). Anthropologists and ethnographers investigate how places are embedded in cultures (Lamb, 1993; Feld and Basso, 1996; Lippard, 1997); architects and urban planners are concerned with constructed and inhabited places (Lyndon, 2001); environmental psychologists are interested in attachment to places as an aspect of human behavior (Altman and Low, 1992; Hay, 1998); and historians have shown how places have influenced human events (Schama, 1995) and knowledge, including the evolution and spread of scientific inquiry (Livingstone, 2003).

Land managers and planners have recently been encouraged to factor sense of place into their decision-making processes, adopting a more ecologically holistic, rather than economically-driven, approach to resource use and environmental-impact assessment (Kaltenborn, 1998; Williams and Stewart, 1998; Kruger and Jakes, 2003; Williams and Vaske, 2003). Such an approach requires a clear definition or even a quantification of sense of place, and this has led to the development of psychometric models and methods (Shamai, 1991; Kaltenborn, 1998; Williams and Vaske, 2003) that will be discussed in more detail below.

Field geoscientists develop rich senses of the places where they do their research; Rossbacher (2002) evocatively described this phenomenon as a definitive and appealing attribute of a geological career. Other geoscientists have argued that the intimate, intuitive, or spiritual knowledge of places acknowledged by many in the profession appeals to a fundamental human need for direct contact with the Earth, and should be brought to bear on current problems of scientific illiteracy and anthropogenic environmental degradation (Leveson, 1971; Savoy, 1992; Moores, 1997). Wherever else this need or desire to acknowledge "kinship with the Earth" exists outside of the geosciences or other field-based natural sciences, it remains strong in AI/AN cultures.

INDIGENOUS EXPRESSIONS OF SENSE OF PLACE

The science educator Gregory Cajete (Tewa) has written that Native people traditionally perceive themselves as embedded in a web of dynamic and mutually-respectful relationships among all of the natural features and phenomena of their homelands (Cajete, 2000, p. 178-180).

HEALING: THE STORIES OF ACADEMIC SUCCESSES AND BARRIERS
FACED BY LUMBEE TRIBAL YOUNG ADULTS

by

Leslie A. Locklear

A Dissertation Submitted to
the Faculty of The Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy

Greensboro
2017

Approved by

Committee Chair

- What are the educational experiences of Lumbee young adults ages 18-26?
- What educational barriers do Lumbee young adults face?
- What strategies have Lumbee young adults used to overcome educational barriers?
- What educational successes have Lumbee young adults celebrated?
- What helped facilitate those successes?

While this work presents the unique story of each participant as well as information about their educational experiences, the Lumbee young adults also shared information about a crucial part of their identity, being Lumbee.

Throughout this work, one thing rings true, the stories of Lumbee young adults are unique and often unheard in today's academic world. Thus, the presentation of this research will remain true to the unique perspectives of Lumbee young adults. My writing for this work finds its roots in the oral storytelling and narrative history of our people and our favored communication style. Weaving in imagery with the passionate tone of the Lumbee dialect, I have but one goal, remain true to who we are and present the story of the Lumbee young adults in its purest form.

In the upcoming pages, the reader will explore information related to the land of the Lumbee, terminology as well as my positionality as a Lumbee researcher and writer.

The Land of the Lumbee

Sheltered by vast fields, gigantic pine trees, and cow pastures, the Lumbee Tribe of North Carolina finds its tribal headquarters in Pembroke, North Carolina. Though

GIFTED NATIVE AMERICAN STUDENTS: UNDERPERFORMING, UNDER-IDENTIFIED, AND OVERLOOKED

MARCIA GENTRY AND C. MATTHEW FUGATE

Purdue University

There has been limited focus among researchers on the nature and needs of gifted Native American students in the past 30 years, and the work that has been done frequently generalizes findings across Native American cultures. This article reviews recent literature on Native American youth and on gifted Native American students; examines the current condition of education in the Diné (Navajo) Nation through a sociocultural motivation lens and based on work with one tribal community on this reservation; calls researchers and educators to action and to recognize that, as with all ethnic groups, many individual cultures exist within Native American populations; and offers suggestions for education personnel. © 2012 Wiley Periodicals, Inc.

In 1993, the federal definition of gifted youth was broadened to recognize potential, suggest similar group comparisons, and acknowledge that talent exists among children and youth from all backgrounds. Specifically, the U.S. Department of Education (USDOE; 1993) defined gifted children as:

Children and youth with outstanding talent perform or *show the potential for performing* [italics added] at remarkably high levels of accomplishment when *compared with others of their age, experience, or environment* [italics added]. These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools. Outstanding talents are present in children and youth *from all cultural groups, across all economic strata* [italics added], and in all areas of human endeavor. (p. 3)

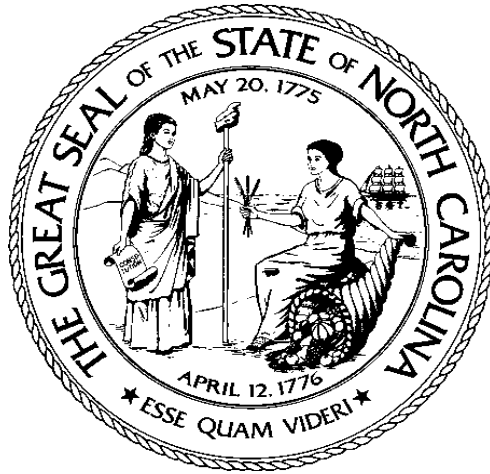
Yet, more than 25 years later, children from low-income families and from certain cultural groups remain largely unidentified and underserved in programs for gifted and talented youth across the country. Gifted Native American¹ children are among those most underserved in gifted education programs (Yoon & Gentry, 2009) nationally. Further, and perhaps due to their small numbers and remote schools, few researchers have focused attention on identifying and serving these students. Our recent review of the literature revealed only a limited number of empirical articles about gifted Native Americans published within the field during the last 30 years² (Wu, 2011). Most of this literature is dated and overgeneralized, meaning that children from different Native cultural groups are classified together, homogenized, and viewed as one culture. These generalizations prevent true understanding of differing cultural contexts, which are key to unlocking issues that affect achievement and motivation among Native American children and youth. Changing this omission

The authors would like to recognize generous support from the Jack Kent Cooke Foundation, which has funded their work with children from low-income families and with Native American youth. They would also like to note that they each made equal contributions to this manuscript.

Correspondence to: Marcia Gentry, Purdue University, West Lafayette, IN 47907. E-mail: mgentry@purdue.edu

¹ Another generally accepted term is American Indian/Alaskan Native; however, this article focuses on Diné (Navajo) people, and they prefer the term Native American.

² We searched ERIC and PsycINFO for publications (search terms: gifted/talented, Native American/American Indian), which revealed a limited number of empirical studies, scholarly articles, chapters, and government reports in the past 30 years (e.g., Bradley, 1989; Christensen, 1991; Grigg, Moran, & Kuang, 2010; Hartley, 1991; Mead, Grigg, Moran, & Kuang, 2010; Montgomery, 2001; Omdal, Rude, Betts, & Toy, 2010; Peterson, 1999; Tonemah, 1991).



**North Carolina State Board of Education Charter School
Application Rubric**

Applicant: Old Main STREAM Academy

Reviewers' Names: Nicky Charles, Earl Simms, Danielle Allen, Robert McQuat

Charter Application Evaluation Rubric

Evaluations and Criteria

The NC charter application review process is designed to ensure that all students in the state have access to a high-quality charter school. Each application will be reviewed by a team of internal and external evaluators, and reviewer comments will be forwarded to the Charter School Advisory Board (CSAB). The CSAB will review applications, conduct interviews of applicants, and make a recommendation to the State Board of Education (SBE), which will then make a final decision to approve or deny the application.

Strong applications will have a clear and compelling mission, a strong educational program, a solid financial plan, effective governance and management structures, and a diverse board of directors with the capacity to execute the plan for the proposed school. In addition to meeting the criteria that are specific to each section, each part of the application should align.

Instructions to Evaluators

Reviewers should complete each rubric section based on the evidence provided in the application. There are five (5) total sections to complete:

- I. Mission, Purposes, and Goals
- II. Education Plan
- III. Governance
- IV. Operations
- V. Financial Plan

Please note that there may be appendices to support information provided in the above sections. When reviewing an application, evaluators should assess the major strengths and areas of concern and provide comments/questions. Reviewers should look for responses that reflect a thorough understanding of key issues and barriers for operating a successful charter school. Responses should clearly align across each section of the application. Each response should include specific and accurate information that shows thorough preparation and understanding of school operations and serving all students. Reviewers should use objective language and complete sentences in their comments on the strengths and concerns/questions of each section of the application. Additional pages should be used as necessary. For example,

Strengths of the academic plan

“The plan aligns with the overall mission and vision because...”

“The chosen curriculum is research based and proven effective with the targeted population of students because...”

Concerns/Questions of the academic plan

“The curriculum and daily schedule do not align with the mission and vision because...”

“The discipline plan does not include provisions for students with disabilities.”

Strengths of the governance plan

“The governing board has a diverse skillset and will be able to support the school effectively.”

“The plan to recruit school leaders and teachers is robust and aligns with the mission of the school.”

Concerns/Questions of the governance plan

“The governing board is comprised of only two people who do not have sufficient credentials to support school leadership.”

Strengths of the financial plan

“The financial plan is sound, and the assumptions are consistent with the mission and vision of the proposed school.”

“The budget includes contingencies for high dollar special needs students and funds are allocated in the budget document for such contingencies.”

Concerns/Questions of the financial plan

“The budget includes a line of credit from ABC Bank, but no assurances were provided to support such an agreement.”

“The proposed school assumes two buses in the first year, but there is no accompanying line item in the budget that allocates funds for purchasing buses nor is there any indication of salary and training for bus drivers.”

Complete the summary page for each major section (Mission, Purposes and Goals, Education Plan, Governance, Operations, Financial Plan) after you have completed all of the subsections within the section. Type a summary of your analysis of each section into the box provided; it will expand as needed. This should be a paragraph outlining the overall strengths or concerns/questions of the application section as a whole. It should summarize your findings and not simply be cut and pasted from your subsection analysis.

Please also remember that all documents, including your individual review, will likely at some time be available to the public.

Application Contact Information

Application Contact Information	
Characteristics of a strong response: <ul style="list-style-type: none"> • All questions are adequately addressed and complete • Projected enrollment figures are tactical and realistic for the proposed region • Strong rationale provided for year one enrollment and growth plan 	
Initial Application Review	
Strengths	Page
<ul style="list-style-type: none"> • Contact questions are answered fully. • Enrollment figures do not appear to be overly ambitious; however, for an accelerated open the board needs to be sure they can meet that figure. • Growth plan of starting K-4 and growing up to K-8 is reasonable. • The projected student enrollment table is complete and demonstrate realistic growth projections. 	<ul style="list-style-type: none"> • P.5-6
Concerns/Questions	Page
<ul style="list-style-type: none"> • More reasoning is needed for opening in a five- grade span with 40 students in each grade. • It is unclear whether there are enough students willing to leave the LEA and enroll in the charter to make it budget numbers work. • In addition, although the applicant briefly mentions being open to all students who apply, it remains unclear how any non-indigenous students will be recruited and served. • Does board have evidence that they will be able to enroll 200 students on an accelerated timeline? • Board didn't fully explain why they felt 200 was a feasible projection for Year 1. Was this based on parent interest? 	<ul style="list-style-type: none"> • P.7

Charter Application Special Requests**Application Special Request: Acceleration**

Characteristics of a strong response:

- All questions are adequately addressed and complete
- The applicant demonstrates a firm need for acceleration by providing appropriate evidences.
 - Provides evidence of secured facility feasible for accelerated open (i.e., deed or signed lease on building needing minimal upfitting, a signed MOU with an organization agreeing to lease/rent a building, etc.)
 - Provides clear, compelling rationale for an accelerated planning year
 - Provides an exceptional need for charter school in the proposed geographic location
 - Agrees to participate in the planning year while the application is being reviewed.

Initial Application Review

Strengths	Page
<ul style="list-style-type: none"> • Exceptional need for target population in the proposed geographic region is clear. • Applicant agreed to participate in planning year during review. 	<ul style="list-style-type: none"> • P.9-10 • P.10
<ul style="list-style-type: none"> • Applicant has presented clear need for high quality choice option in Robeson County; but needs to present additional evidence to support the need for an accelerated planning year aside from low district achievement. 	<ul style="list-style-type: none"> • Pg. 9
<ul style="list-style-type: none"> • Applicant has reached out to another charter school in Robeson County for mentoring. 	<ul style="list-style-type: none"> • Pg. 10
Concerns/Questions	Page
<ul style="list-style-type: none"> • I was unclear if the first facility option was a current building or would be new construction. 	<ul style="list-style-type: none"> • P.10
<ul style="list-style-type: none"> • Robeson County has currently has two operating charter schools. Applicant needs to demonstrate that an accelerated planning year is necessary. • What state is the property on 402 Normal Street in? Does it need significant repairs/renovations? Unclear if this building is feasible for an accelerated open. Renovations often take longer than anticipated; has the board set a deadline by which renovations must be completed before moving to the contingency plan? Does the board have an idea of how long it will take to secure an educational certificate of occupancy for either property? • Rationale for compelling need for acceleration centers largely around performance of district schools; applicant has not provided a compelling need for an accelerated planning year. • The school that OMS contacted for mentoring has been successful with their student population, but it's unclear that the mentoring school has experience with the target student population that OMS intends to serve. 	<ul style="list-style-type: none"> • • Pg. 9 • Pg. 10

Section 1 Mission, Purposes, and Goals

Section 1.1 Mission and Vision	
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> • The mission statement defines the purpose of the proposed charter school • The mission statement is clear, concise, compelling, and measurable. • The vision provides a clear description of what the school will look like when it is achieving its mission. • Response includes a compelling description and clear rationale for selecting the location and target student population. • Completed enrollment summary and anticipated demographics charts with reasonable enrollment projections. • Response fully justifies the projected student enrollment and the percentage of the ADM when compared to the LEA. • Substantial evidence is provided to demonstrate educational need. • Target population aligns with the proposed school mission. 	
Initial Application Review	
Strengths	Page
<ul style="list-style-type: none"> • Mission is clear, concise and defines the purpose of the school. • Targeted population (Native Americans) clearly aligns with school's mission. • Educational need is clearly defined in section. 	<ul style="list-style-type: none"> • P.19 • Section • Section
<ul style="list-style-type: none"> • The applicant provides a response with a detailed description and rationale for selecting Robeson County and Pembroke. The applicant clearly described its target population of indigenous students. • The applicant outlines a very reasonable growth plans that adds 60 students per year and enrollment projections that are reasonable for up to 440. • The applicant outlines a unique mission and vision to support indigenous students and suggest a unique curriculum structure. 	<ul style="list-style-type: none"> • Throughout but page 21 • Page 7
<ul style="list-style-type: none"> • Mission statement is clear – to use the STREAM model to develop Indigenous leader practitioners. It's unclear, however, how the school will measure specific constructs named in the model, such as preparedness, persistence, self-determination, commitment, and vision for the good of the people. How will the school know when they've met this mission? How will they measure success? • Target student population (students identifying as Indigenous) is clearly outlined; however, the applicant states that 16-18% of the student population in PSRC is SWD, but they only anticipate enrolling 6%. Why such a wide disparity? Also, the target student population appears to be heavily related to Indigenous lineage...how will the school ensure that all students are welcome? 	<ul style="list-style-type: none"> • P. 19
Concerns/Questions	Page
<ul style="list-style-type: none"> • Mission statement is not measurable. • Vision does not provide a description of what the school looks like when achieving its mission. Applicant states pedagogy of school and defines STREAM but does not present a path to how this leads to quality education outcomes for students. • Model described is not compelling enough to pull over 2% of the student population away from the local LEA. 	<ul style="list-style-type: none"> • P.19 • P.20

Section 1 Mission, Purposes, and Goals

<ul style="list-style-type: none">• Vision statement contained a myriad of instructional strategies (Red Pedagogy, project-based learning, STREAM, CCR, NCSOS); it's unclear how these will work together to meet the mission of the school.• Given the declining enrollment of the district, is the board confident that they will be able to recruit students?	<ul style="list-style-type: none">• Pg. 20• Pg. 21
<ul style="list-style-type: none">• The applicant does not describe in great detail how many Indigenous students within Robeson County actually fall into the target population and provides no data supporting that Indigenous families are interested in a charter option.• Although the applicant describes the poor performance for the LEA, the data is not clear about how precisely the target population performs. In fact, the descriptions provided questions the performance of African American and LatinX students within the LEA and whether those students will likely attend OMS as well.• The applicant provides data for the LEA's academic performance and the partnerships possibilities with UNC Pembroke but suggests opening a K-8 school. The applicant only vaguely outlines the connection between the suggested OMS and the goal of college and career readiness.• The data sources provided by the applicant are inconsistent and not comparative making it difficult to get the full academic picture for the target population.• The proposed enrollment number is a significant portion of the LEA and the recruitment strategy and budget are not in line with the proposed 440 number. It is not clear from the application whether the applicant can fill the seats, as there is not real demonstration of support from families.	<ul style="list-style-type: none">• Pages 7, 8, 19

Section 1 Mission, Purposes, and Goals

Section 1.2 Purposes of the Proposed Charter School	
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> Clearly describes how the proposed charter school will achieve one or more of the six legislative purposes. Identified purpose(s) is/are meaningful, manageable, and focused on improving student outcomes. Purposes are clearly aligned to the proposed mission. 	
Initial Application Review	
Strengths	Page
<ul style="list-style-type: none"> The applicant is very in tune with cultural tenets and has worked to incorporate these into the suggested academic structure for OMS. For example using regional assets like the Lumber River for the R in STREAM is creative and innovative. 	
<ul style="list-style-type: none"> School will provide Red Pedagogy PD for teachers. \$18K budgeted for staff development. 	<ul style="list-style-type: none"> Pg. 26
Concerns/Questions	Page
<ul style="list-style-type: none"> Applicant did not describe how school will fulfill any of the six legislative purposes. Purpose was not clearly defined by the text given in this section. Was this a misplaced paste spot that was meant for a different section? The purpose lacks specificity. Although it is admirable to incorporate STEAM components as well as cultural assets and regional strength, the applicant does not describe how these will work together to improve student outcomes. 	
<ul style="list-style-type: none"> Academic calendar shows 9 days of PD prior to the beginning of school – it appears that there is a week-long break in between the two weeks that PD is scheduled. Why? How will the PD sessions be structured to ensure that teachers are prepared to teach using Red Pedagogy on day 1. Will the school be developing the curriculum? Applicant purports to meet all six purposes of charter schools; but it is not always entirely clear exactly how they intend to meet the stated purpose. Application leans heavily on the use of Red Pedagogy, but applicant provides little research to support the effectiveness of this model. 	<ul style="list-style-type: none"> Pg. 26

Section 1 Mission, Purposes, and Goals

Section 1.3 Goals for the Proposed Charter School

Characteristics of a strong response:

- Performance goals (academic or other) are clear, specific, measurable, attainable, time-specific, and focused on improving student outcomes.
- Clear and compelling process for setting, monitoring, and/or revising goals at least annually.
- Goals are clearly aligned to the mission and purposes.

Initial Application Review

Strengths	Page
<ul style="list-style-type: none"> Goals are uniquely centered around the needs of and for Indigenous students and families and would provide a special environment for student attending. 	
<ul style="list-style-type: none"> Board created goals across academics, governance, and finance. 	<ul style="list-style-type: none"> Pg. 29
Concerns/Questions	Page
<ul style="list-style-type: none"> Academic goals were not addressed at all in the applicant response for any part of this sub section. Again, this looks like a mixed up copy and paste. 	
<ul style="list-style-type: none"> The non-academic goals for the schools such as “preparedness, persistence, and self-determination” do not have measurable outcomes outlined in the application. The applicant outlines a partnership with UNC Pembroke. However, it is unclear what that partnership will provide for elementary and middle school students. In addition, UNC Pembroke serves less than 13% Indigenous students and the applicant should be more detailed about the opportunities for its target population. The application should describe how the success of the partnership will be measured. The applicant does not describe measurable goal but describes “novel” learning ideals that are not tied to specific targets and growth outcomes. The applicant has a goal for 100% enrollment projection and 95% budget projection, which for the LEA may be a challenge. Survey asks great questions but only has response rate of 105 	<ul style="list-style-type: none"> 28, 29
<ul style="list-style-type: none"> None of the goals speak to academic performance; the first goal is a requirement of statute and therefore not really a goal the school should aspire to meet. Why is the financial goal to meet 95% of budget expectations? Is this on a yearly basis? None of the goals speak to the STREAM emphasis of the school. Why is that? How will teachers be trained to implement STREAM-focused instruction? 	<ul style="list-style-type: none">

Section 1 Mission, Purposes, and Goals Summary

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or Concerns/Questions. The summary comments for each section should support your rating for the section and should not be simply cut and pasted from your subsection analysis.

Evaluation Summary for Entire Mission, Purposes, and Goals Section
Initial Application Review
<p>Strengths:</p> <p>Applicant clearly has a target population of need in the area in which the school intends to locate. The school has a desire to focus on a pedagogy that they feel will be beneficial to this targeted population. The applicant's goals of serving a historically underserved population with the goal of culturally sensitive and responsive curricula and using regional assets is admirable and necessary. The applicant wants to provide a culturally relevant educational option that is specifically tailored to meet the needs of Indigenous students. Their target student population is clear.</p>
<p>Concerns/Questions</p> <p>Answers to questions that asked applicant to dive deeper into details of the school (goals, vision, details on how school would take STREAM programs and pedagogy and translate to educational outcomes) were woefully inadequate. Many answers did not address the question being asked by NCDPI on the application.</p> <p>The overall application is very repetitive but does not provide clear information about the instructional delivery and how the various proposed curricula will work together to provide a coherent and smooth academic experience for a very vulnerable population.</p> <p>The applicant is presenting an innovative approach which if successfully delivered will transform education for Indigenous populations. The question of whether this can be achieved in a public school model that by law cannot restrict attendance is not clear from the application.</p> <p>The applicant does not provide enough clear evidence that the timeline proposed for opening is realistic given the lack of specificity around potential interest, measurable outcomes, and evidence based practices.</p> <p>What is place based instruction?</p> <p>What data supports the assertions about the curricula and instructional model?</p> <p>How has the mentor performed specifically with Indigenous populations?</p> <p>The applicant's enrollment numbers for EC and ELL students are much lower than the LEA despite the applicant pointing to the need for more services rather than less without demonstrating how OMS will help address the issue. How will the applicant adjust for higher enrollment of these populations?</p>

Section 2 Education Plan

Section 2.1 Instructional Program

Characteristics of a strong response:

- A clear and comprehensive explanation of the school's academic focus that is aligned with the school's mission and vision.
- A clear and coherent description of the instructional program and instructional methods are provided.
- The proposed assessment strategies align with the proposed instructional program.
- Includes documented evidence that the proposed approach will lead to improved student performance for the school's target student population.
- Instructional design offers clear and specific details that describe the basic learning environment, class size, and structure.
- Curriculum framework and sample course scope and sequence are clearly presented and specific to the school's purpose, aligned with the school's mission, concentrated to support the target student population, and compatible with the North Carolina Accountability Model.
- School calendar and student schedules meet NC requirements of 185 school days or 1025 hours of instruction.
- Calendar and schedule support implementation of the academic plan and align with stated mission and vision.
- Description of a typical day for teachers and students align with key priorities of the academic plan and the overall mission and vision of the school.

Initial Application Review

Strengths	Page
<ul style="list-style-type: none"> • A fair description of the learning environment was given including class sizes and student to teacher ratio. • Applicant lists state Ready Accountability model, Dibble and Fountas & Pinnell to assess students. • Applicant states they will have 1,025 hours of instruction during the school year. • Applicant describes a typical day for teachers and students including description of what subjects will be taught during specific times of the day. 	<ul style="list-style-type: none"> • P.32 • P.36 • P.36 • P.37
<ul style="list-style-type: none"> • The framework is geared toward the outlined goals. Curriculum lays great groundwork for how any content can be broken down by grade into various categories including STEAM, Red Pedagogy/place based and college readiness, which is perfectly aligned with the mission and vision. • The NC requirements are met in terms of hours and days. The school day breakdown is very detailed and descriptive and provides a clear picture of how students will spend their day. • Cultural sensitivity and relevance is reflected in the instructional strategies. 	<ul style="list-style-type: none"> • 35-38
Concerns/Questions	Page
<ul style="list-style-type: none"> • The question (1) regarding instructional programs and methods was not answered by the applicant. • Evidence that proposed approach will lead to improved student performance is not evident. • Applicant fails to make connection between how assessments used will measure success in the school's educational approach. • Applicant fails to explain how student and teacher schedule will lead to 	<ul style="list-style-type: none"> • P.30 • P.37

Section 2 Education Plan

outcomes.	
<ul style="list-style-type: none"> Although the curriculum is innovative, the daily schedules and instructional model are very traditional. The applicant does not specify has this coincide with the pedagogy. More data and measurable outcomes for non-academic tenets of the mission and more detailed description of academic outcomes and growth projections are needed. The school calendar is very different from other LEAs (Aug.7 through May 26) without much explanation as to why. This may be relevant to the target population but is not clear from the application as it could affect attendance and enrollment. The four listed instructional strategies (differentiated instruction, inquiry based instruction, Red Pedagogy, and increase in depth) are very general given the dense curricula proposed. Although cultural sensitivity is addressed but it is unclear from the application how these will occur day to day and how teachers will be trained. It also is unclear how the implementation will be measured. 	<ul style="list-style-type: none"> 35-38
<ul style="list-style-type: none"> Place-based instruction is not mentioned in the mission, but seems to play a significant role in the overall academic focus of the school. The applicant describes Red pedagogy as place-based education, but then introduces a new term “Indigenous instruction.” How do these differ? Are there specific instructional strategies (aside from teaching with an eye towards Indigenous culture, history, etc) that have been proven successful with Indigenous students? How will students who are not indigenous receive this type of instruction? The applicant mentions that Red pedagogy has been successful with Indigenous students, but clear examples of when and where it’s been used, and how it has been successful would be helpful to assess the efficacy of such an innovative model. Additional detail on how the Lumber River will play a role in the instructional design of the school would be helpful. Instructional plan states that all grade levels will have 2 teams, in year 1 there are five grades (K-4) but only 8 core content teachers. Shouldn’t there be 10? The sample daily/weekly calendar is difficult to follow. What is “STREAM Reading”? In the 6-8 grade schedule, it follows 40 mins of ELA reading – does that mean students will simply switch books to read something STREAM related? There is a block of time labeled “Leadership Projects/STREAM Challenge Project/Arts Curriculum” Is this rotated weekly? Daily? Who will oversee this? There is a similar block of time in the 3-5 schedule titled “Leadership Technology, Engineering – River (Specials)” What does this mean? 	

Section 2 Education Plan

Is this rotated weekly? Daily?	
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Section 2 Education Plan

Section 2.2 Special Populations and “At-Risk” Students	
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> • An identified founding board member or school administrator with experience working with special populations. • A clear process for identifying “at-risk” students, English Learner students, and intellectually gifted students. • A realistic plan for hiring licensed and highly qualified personnel including service providers, nursing, and educational assistants. • Articulated plan for how the school will utilize and evaluate data to inform instruction and evaluate academic progress for “at-risk” students, English learners, and intellectually gifted students. • A sound, compelling plan is evident to enhance the academic opportunities to meet the needs of “at-risk” students, EL students, and intellectually gifted students. 	
Initial Application Review	
Strengths	Page
<ul style="list-style-type: none"> • Applicant states they will use Dibbles as a screening tool and describes how students will be in a tier system based on data. • Applicant describes how teachers will use screening results for small grouping and intervention. • Founding team has experience with special populations in previous positions. • Applicant states they will use a Home Language Survey and WIDA screener to identify EL students. • Applicant states that gifted students will be identified through referrals. 	<ul style="list-style-type: none"> • P.38-39 • P.39 • P.40 • P.41
<ul style="list-style-type: none"> • The applicant has a good plan for identifying risk within the provided instructional model for its target population. The applicant outlines various academic and social emotional tools along with the MTSS system that will help identify “at-risk” student and address their needs. 	<ul style="list-style-type: none"> • 38,39
<ul style="list-style-type: none"> • School will use MTSS to identify students who are “at-risk” • Several OMS board members have experience working with special populations • OMS will collaborate with UNCP to employ an EIG licensed educator as lead coordinator for gifted education at the school. 	<ul style="list-style-type: none"> • Pg. 39 • Pg. 40 • Pg. 42
Concerns/Questions	Page
<ul style="list-style-type: none"> • Applicant does not provide specifics on how at-risk students will be served within school programming. • Applicant does not provide specifics on how gifted students will be served within school programming. • Applicant does not provide specifics on how EL students will be served within school programming. 	
Unclear if OMS has plans to hire an EL teacher or contract out for those services; neither appear to be reflected in the budget.	

Section 2 Education Plan

<ul style="list-style-type: none">• It is unclear how are students identified for Tier III intervention and what issues may be considered Tier III.• The applicant does not outline a plan of action in the event that not all students are from the target population. For example, how are English Language Learner family served especially with the small budget allocated to support these students.	<ul style="list-style-type: none">• 38, 39
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Section 2 Education Plan

Section 2.3 Exceptional Children

Characteristics of a strong response:

- A clear process for identifying students with disabilities.
- A viable plan to provide students with special needs with instructional programs, practices, and strategies that ensure access to the general education program and academic success.
- Requirements and processes for monitoring services to students in need and plans to exit students that attain sufficient progress.
- An understanding of, and capacity to fulfill, State and federal obligations and requirements pertaining to students with disabilities.
- A realistic plan for hiring licensed and highly qualified personnel including service providers, nursing, and educational assistants.
- Evidence of adequate resources and staff to meet the needs of all students, including professional development for teachers.
- Articulated plan for how the school will utilize and evaluate data to inform instruction and evaluate academic progress for students with disabilities.

Initial Application Review

Strengths	Page
<ul style="list-style-type: none"> • Applicant states they will use existing 504 plans and referrals for identification of exceptional children. • Applicant has an understanding of state and federal obligations pertaining to students with disabilities referencing federal and state laws. 	<ul style="list-style-type: none"> • P.43 • Section
<ul style="list-style-type: none"> • The plan for exceptional students addresses core requirements. The applicant outlines very clear strategies for identification and referrals, and evaluation. The applicant's strategy for confidentiality and record keeping is sufficient. 	<ul style="list-style-type: none"> • 46, 47
<ul style="list-style-type: none"> • Acknowledges school's Child Find responsibility • Acknowledges the prevalence rate of students with disabilities in Robeson County is 18% (over-representation) . • School will use Special Education Review Protocol to monitor the compliance of student records. • Plan recognizes FERPA as guiding legal requirement for confidentiality of student records • Plan describes the IDEA requirement for Least restrictive environment • Plan indicates that school will work with UNC Pembroke to fund licensed and qualified staff. • Personnel plan only allows for .5 half position in first two years to serve EC, EL and foreign language. • Personnel plan does not have any positions indicated for contract (hearing, speech). 	<p>p.43 P. \$3</p> <p>p. 44</p> <p>p. 45</p> <p>p. 45</p> <p>p. 47</p> <p>p. 62</p> <p>p. 62</p>
Concerns/Questions	Page
<ul style="list-style-type: none"> • The wide majority of this section addressed that the applicant <u>will</u> provide services for students with disabilities but fell well short of clearly describing <u>how</u> they will these services. • Plans for hiring necessary professionals to address students with disabilities were not present. • No plans for exiting students from programs for disabled students were present. 	

Section 2 Education Plan

<ul style="list-style-type: none"> School discussed a significant percentage of EC students in Robeson County but only budgeted for a part-time EC teacher, and no funding for EC contracted services. How does the applicant plan to provide a FAPE for students with mild, moderate, and severe disabilities? 	<ul style="list-style-type: none"> Pg. 43
<ul style="list-style-type: none"> It is unclear how students the applicant determines differences among 504 plans or IEP. It is unclear how the applicant will support students if a large EC population attends. OMS does not have a clear strategy for how EC students are evaluated given its unique curricula. 	<ul style="list-style-type: none"> 46,47
<ul style="list-style-type: none"> Although prevalence rate is 18%, enrollment plan only includes 6% prevalence of SWD. Plan does not describe the full continuum of special education placement nor how the school pans to provide those placements across grade level. Plan refers to MTSS components as methods/support for providing specially designed instruction. Plan refers to an IEP team but does not provide accurate description of membership to an IEP team Plan is not clear on the school's commitment to a licensed special education teacher or clear understanding that a licensed special education teacher will provide the special education services. FAPE section does not mention a licensed special education teacher nor the role of specially designed instruction. Staff development plan does not include training on IDEA requirements or accommodating students with special needs. Question 8 regarding on or more high needs students is not answered, only restated as a problem , the question regarding the ability to find a high cost student is not answered. 	<p>p. 7</p> <p>P. 45-46</p> <p>p. 46</p> <p>p. 47</p> <p>p. 43-47</p> <p>P. 46</p> <p>p. 68</p> <p>p. 83</p>

Section 2 Education Plan

Section 2.4 Student Performance Standards

Characteristics of a strong response:

- Academic achievement goals are rigorous, measurable, and realistic and set high standards and expectations for student learning.
- Academic goals contribute to the stated mission and vision of the school.
- Clear and compelling process for setting, monitoring, and/or revising academic achievement goals.
- Assessment selection will provide sufficiently rich data for evaluation of the academic program and align with state standards.
- Assessment plan details the collection and analysis of individual students, student cohorts, and school level performance throughout the school year, at the end of the academic year, and for the term of the charter.
- A process for using data to support instruction is clearly articulated, with detailed plans to provide adequate training for teachers and school leaders.
- Evidence of clear, rigorous promotion/retention and exit policies and standards.
- Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined.

Initial Application Review

Strengths	Page
<ul style="list-style-type: none"> • Under question 1, goals 1 and 2 are SMART and set high standards and expectations. 	<ul style="list-style-type: none"> • P.48
<ul style="list-style-type: none"> • The applicant outlines aggressive growth goals of 60-79% for its students as well high standards for academic achievement. • The applicant accounts for various assessment tools including tests, portfolios and participation data. 	<ul style="list-style-type: none"> • 48
<ul style="list-style-type: none"> • Applicant should be commended for including tenets of mission in the student performance standards. However, it's unclear how some of those tenets will be measured. Applicant states that teachers will use observations to measure student growth on the continuums of development in preparedness, persistence, self-determination, commitment, and vision for the good of the People. Have these continuums already been developed? When/how will teachers be trained on how to use these tools? If they've not been developed, who is responsible for doing this? When will it happen? 	<ul style="list-style-type: none"> • Pg. 48
Concerns/Questions	Page
<ul style="list-style-type: none"> • Under question 1, goals 3,4,5, and 6 are not SMART and leave much subjectivity to student performance. • Applicant states that assessments will be used but does little to elaborate on what assessments will be used or how they will be used to drive instruction and measure student/ school performance. • Very little detail given regarding process for students to be promoted to the next grade and exiting the school. 	<ul style="list-style-type: none"> • P.48 • P.49 • P.49
<ul style="list-style-type: none"> • The applicant may be overly ambitious given the historical education outcomes provided. • Goal 3 is very unclear, as it appear that simply attending OMS is considered a goal. • Goals 1,2, 4, and 5 are very similar and more details would help clarify the differences. 	<ul style="list-style-type: none"> • 48

Section 2 Education Plan

<ul style="list-style-type: none">• If all students are participating in the OMS educational model, why is performance standard #3 that 75-80% of students will engage in relevant, rigorous CCR STREAM disciplines? Won't this be 100% be default because it's the schools selected model?	<ul style="list-style-type: none">• Pg. 48
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Section 2 Education Plan

Section 2.5 School Culture and Discipline

Characteristics of a strong response:

- A clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support.
- Coherent plan for creating and sustaining the intended culture for students, teachers, administrators, and parents from the school's inception, and for integrating new students and families as they arrive.
- Plan for how school culture will embrace students with special needs.
- Student discipline plan that provides for effective strategies to support a safe, orderly school climate and strong school culture while respecting student rights.
- Evidence of a legally sound school discipline plan that outlines discipline procedures, suspension and expulsion procedures, and appeals processes.
- Thoughtful consideration of how the discipline policies protect the rights of students with disabilities.

Initial Application Review

Strengths	Page
<ul style="list-style-type: none"> • Vision for school culture is present throughout the section. • Applicant state they will use PBIS model in school discipline. • Brief mention was made of amid year arriving student receiving a buddy. 	<ul style="list-style-type: none"> • Section • P.51 • P.50
<ul style="list-style-type: none"> • The applicant make very clear the connection between school, home and culture to help create and maintain a positive school climate. • The applicants plan allows for much transparency and helps students learn about the culture before attending. • OMS demonstrates clear commitment to student success in its discipline and culture overview. 	<ul style="list-style-type: none"> • 50, 51
<ul style="list-style-type: none"> • Plan describes the protections under IDEA for discipline removals. • Plan describes Manifestation Determination Review. 	<ul style="list-style-type: none"> • p. 51 • p. 51
Concerns/Questions	Page
<ul style="list-style-type: none"> • Vision for school culture does not explain how it will lead to positive academic outcomes. • I question if the suspension plan outlined gives enough due process in accordance with state laws. 	<ul style="list-style-type: none"> • P.51
<ul style="list-style-type: none"> • Although MTSS and PBIS are described, the applicant could be more detailed about levels of offenses. • OMS may consider carefully, its religious undertones within instructional design. Cultural spiritual relevance will need to be carefully balances with public school restrictions especially if non-Indigenous students apply and gain entry through the lottery. 	<ul style="list-style-type: none"> • 50, 51
<ul style="list-style-type: none"> • Plan does not indicate that students will need special education services and access to progress in curriculum while removed for discipline. 	<ul style="list-style-type: none"> • P. 51

Section 2 Education Plan Summary

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or Concerns/Questions. The summary comments for each section should support your rating for the section and should not be simply cut and pasted from your subsection analysis.

Evaluation Summary for Entire Education Plan
Initial Application Review
Strengths: The applicant appears to understand that the topic of each subsection is needed in the school and appears to have basic understanding of the laws governing special populations. The educational plan is generally solid and describes clearly OMS's pedagogy.
Concerns/Questions: The applicant's explanation of <u>how</u> they will provide education services in each subsection is inadequate. In some sections, the applicant did not address the questions asked by NCDPI altogether. The applicant's descriptions are overly generalized and would benefit from more detail. OMS proposes very low EC student numbers that do not match the narrative about need in the community and could break the budget.

Section 3 Governance and Capacity

Section 3.1 School Governing Body/Section 3.2 Governance	
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> • Evidence the proposed board members will contribute the wide range of knowledge, skills, and commitment needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community experience and expertise. • Strong understanding of the roles and responsibilities of a governing board, including structure, size, powers, duties, and expertise that aligns with the school's mission and vision. • Proposed structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and finances. • Clear, appropriate plans for the board to evaluate the success of the school and school leader. • Documentation of a clear structure of the governing board is outlined in an organization chart. • Section includes description of selection and removal procedures, term limits, meeting schedules, and powers and duties of board members, including a conflict of interest policy. • Plans for meaningful board training. • Clear, compelling plans to ensure parents have access to the governing board, including a grievance policy that is fair, transparent, and a plan for communicating the process. • Sound plan and timeline for board recruitment, expansion, and orientation of new members. 	
Initial Application Review	
Strengths	Page
<ul style="list-style-type: none"> • Board members have a wide range experience in necessary areas to oversee the school. • Board plans for orienting new board members are clear and offer training in critical areas to fulfill their duties. • Applicant clearly states selection and removal procedures, terms, meeting schedule and a conflict of interest policy in application. • Clear explanation was given for outside councils that will aid the board in decision making in important areas. • The applicant has a very strong board with much educational experience and experience with the target population. The applicant made sure to include Indigenous board members. • The board has outlined and adopted very strong by-laws and policies including a nepotism clause and conflict of interest policy. • The structure is well documented and the regular meetings indicate clear transparency and access for families and the public. 	<ul style="list-style-type: none"> • P.53 • P.57 • P.56-58 • P.59
<ul style="list-style-type: none"> • Board has a number of educators with deep ties to the community. • Board already has 501(c)(3) status. • Board has advisory committee with expertise in law, marketing, service learning, etc. • Board members have already participated in several PD/board trainings sponsored by OCS, NCAPCS, etc. 	<ul style="list-style-type: none"> • Pg. 52-53 • Appendix • Pg. 54 • Pg. 54 • Pg. 58

Section 3 Governance and Capacity

<ul style="list-style-type: none">Board documents (by laws, policies) are thorough and reflect an understanding of charter school governance.	
Concerns/Questions	Page
<ul style="list-style-type: none">Marginal understanding of the full scope of the roles and responsibilities of the board is demonstrated in the section.Applicant does little to answer question 5 in the application regarding structure of the board, how the board plans to evaluate the school leader, and (save for a brief mention of having a PTO) how parents will have access to the board.Given the small legal budget, it is concerning there's no legal representation on the board.	
<ul style="list-style-type: none">Board should consider adding members with more varied expertise – marketing, legal, STREAM, etc.	<ul style="list-style-type: none">Pg. 52-53

Section 3 Governance and Capacity

Section 3.4 Staffing Plans, Hiring, and Management

Characteristics of a strong response:

- Compensation packages, system, and strategy that are likely to attract and retain strong staff.
- Recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in a strong staff that are likely to result in a strong staff and are well suited to the school.
- Effective planning for unsatisfactory leadership/teacher performance and turnover.

Initial Application Review

Strengths	Page
<ul style="list-style-type: none"> • Clear description of compensation package is given by the applicant. 	<ul style="list-style-type: none"> • P.64-65
<ul style="list-style-type: none"> • OMS has identified very qualified board members, which will help identify key leadership and staff. • The applicant makes very clear the requirements for teachers and the compensation package. 	<ul style="list-style-type: none"> • 61-64
Concerns/Questions	Page
<ul style="list-style-type: none"> • Staffing for EC is not adequate to address expected population. • No plan for unsatisfactory performance by leadership, teachers, or other staff was present in this subsection. • No plan for addressing turnover was present in this subsection. • Recruitment strategies and timelines were not present. Again, stating the applicant will do these things is not the same as an adequate plan stating how the applicant will achieve a strong staff. • The professional development plan may not be in depth enough to train any teacher not already familiar with the proposed curricula especially Red • OMS proposes generally low-end salaries with few benefits, which may hinder ability to recruit and maintain high instructional staff, which the target population requires and deserves. • The student-teacher ratios do not appear low enough to accomplish the outcomes and instructional strategies outlined in the application. • The teacher recruitment strategy is not included. • It appears that OMS has geared recruitment toward Indigenous staff and students, which is great for the target population but it remains unclear whether there are enough qualified teachers to teach 440 students in a new, untested instructional model. 	<ul style="list-style-type: none"> • P.66

Section 3 Governance and Capacity

Section 3.5 Staff Evaluations and Professional Development

Characteristics of a strong response:

- Professional development standards, opportunities, and calendar/scheduling effectively support the education program and are likely to maximize success in improving student achievement.
- Thoughtful plan for professional development in the areas of special education and EL students, including the implementation of IEP's, discipline of students with disabilities, and communication with EL families.
- Detailed evidence that all school staff will receive ongoing focused professional development to effectively implement the school's mission, instructional methodologies, and education program are included.
- Details in this section align with proposed budget.
- Plan for supporting, developing, and annually evaluating school leadership and teachers that is likely to produce and retain a successful staff.

Initial Application Review

Strengths	Page
<ul style="list-style-type: none"> • Applicant includes key areas in which staff are to receive PD aligning with stated mission of the school including an orientation and beginning of school year calendar for this PD. • OMS outlines a solid grievance plan for teachers. • OMS sets a high bar for teacher qualifications by requiring 100% highly qualified teachers. • The applicant includes community partners including UNC Pembroke in its PD plan. 	<ul style="list-style-type: none"> • P.68-69
<ul style="list-style-type: none"> • Plan gives thorough description of MTSS framework and tiers of support. • Plan provides support that governance team has experience with special populations. 	<p>P. 38</p> <p>P. 39-41</p>
Concerns/Questions	Page
<ul style="list-style-type: none"> • Applicant does not adequately answer how they will mentor, retain, and evaluate staff. • Applicant does not answer how the PD will take place or who is responsible for the PD. • Applicant does not address plans for PD in any areas relative to exceptional children or other special populations. • No plans for developing and evaluating school leadership, teachers, and staff are present. • The professional development needs based on the instructional model may outweigh the plan described in the model. Given the various curricula, more time and more detail should be built in to the PD plan. • It is unclear exactly what role the mentoring Charter School will play in the PD plan. 	

Section 3 Governance and Capacity

Section 3.6 Enrollment and Marketing

Characteristics of a strong response:

- Articulated student recruitment and marketing plan, timeline, and enrollment policy that will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Language Learners.
- Details in the section align with proposed budget.

Initial Application Review

Strengths	Page
<ul style="list-style-type: none"> • Plans including print, online and in person recruitment efforts are present. • Extensive calendar of events at which to market the school to the community were listed. • Extensive list of community organization with which to network and aid marketing is listed. 	<ul style="list-style-type: none"> • P.69-70 • P.70 • P.71
<ul style="list-style-type: none"> • Applicant has calendar of marketing events scheduled and has built partnerships with a number of community organizations that will provide support and access to potential enrollees. 	<ul style="list-style-type: none"> • Pg. 70, 71
<ul style="list-style-type: none"> • The enrollment strategy highlight the applicants understanding and engagement to the community for its target population. • The applicant has a varied and detailed plan and timeline for recruitment. 	<ul style="list-style-type: none"> • 70
Concerns/Questions	Page
<ul style="list-style-type: none"> • While applicant states that the school is open to all, the clear focus on marketing to the Native American community could discourage other ethnicities from attending. • The applicant may want to consider if the marketing plan excludes prospective students from other communities 	<ul style="list-style-type: none"> • Section

Section 3 Governance and Capacity

Section 3.7 Parent and Community Involvement

Characteristics of a strong response:

- Compelling outreach plan that includes community, family, and student involvement, and that is realistic and likely to foster student retention and community support.
- Description of existing community resources and partnerships already formed that will benefit students and parents and that include a description of the nature, purposes, terms, and scope of services of any such partnerships; and evidence of commitment from identified community partners including documentation of pledged support, if available.

Initial Application Review

Strengths	Page
<ul style="list-style-type: none">• Parent and community involvement plans are present including the in-house school councils referenced as well as partnering with local community organizations.• OMS demonstrate understanding of the target families and their needs and experiences. The applicant takes great care to demonstrate a strength based approach and meet families where they are.• OMS outlines various ways for families to engage with the school in nontraditional ways that may meet their needs rather than through parent conferences and volunteering.	<ul style="list-style-type: none">• P.72-73
Concerns/Questions	Page
<ul style="list-style-type: none">• OMS does not address cultural relevance for African American or LatinX families, which may very well apply and attend OMS.	

Section 3 Governance and Capacity

Section 3.8 Admissions Policy

Characteristics of a strong response:

- Enrollment policy that complies with NC state law, SBE policy, and the Charter Agreement.

Initial Application Review

Strengths	Page
<ul style="list-style-type: none">• Applicant states that enrollment policy follows state laws.	<ul style="list-style-type: none">• P.73-74
Concerns/Questions	Page
<ul style="list-style-type: none">• It is unclear whether OMS is prepared to meet the needs of non-Indigenous students given its recruitment and admissions plans.	

Section 3.8b Weighted Lottery (If Applicable)	
Characteristics of a strong response: <ul style="list-style-type: none">• The applicant outlines a weighted lottery process that does not illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.• The weighted lottery process is not based on geographic boundaries, such as zip code or current public school zones.• The weighted lottery or limited lottery process is unique to the school’s unique mission and provides a thorough explanation of why the school is choosing to use the process.• Applicant provides a thorough description of the processes and procedures it intends to use to implement the lottery.• Applicant provides underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.	
Initial Application Review	
Strengths	Page
Concerns/Questions	Page

Section 3 Governance and Capacity Summary

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or Concerns/Questions. The summary comments for each section should support your rating for the section and should not be simply cut and pasted from your subsection analysis.

Evaluation Summary for Entire Governance and Capacity Plan
Initial Application Review
<p>Strengths:</p> <p>Applicant clearly has a strong hand on the pulse of the community and understands the community's needs and expectations of a school. Board members have reasonable backgrounds to manage a successful school.</p> <p>The applicant has a very strong governance plan. The capacity plan could be implemented assuming there are enough applicants from the target population.</p>
<p>Concerns/Questions:</p> <p>Surprisingly, considering their relevant background the board appears to not understand the full scope of their role. This is evident by the lack of plans for key board functions such as evaluating the school leadership, plans for how PD will be executed, and plans for how initial staff will be recruited. As in previous sections, applicant makes many mentions that they <u>will</u> perform a key function without detailing <u>how</u> they will perform a key function.</p> <p>The applicant should outline a backup plan for capacity and address how non-indigenous students will be served.</p>

Section 4 Operations

Section 4.1 Transportation Plan	
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> • Clear description of a transportation plan that supports daily transportation, extracurricular activities, field trips, etc. • A comprehensive oversight plan that identifies school staff responsible for this oversight. • Description of how the school will arrange transportation for special needs students where necessary • Demonstrated familiarity with state and federal regulations relating to provision of transportation services to students. 	
Initial Application Review	
Strengths	Page
<ul style="list-style-type: none"> • Applicant states after 45 days the school will purchase three busses that teacher assistants will drive to pick up students. No plans for these teachers having appropriate licensure for driving busses was presented. Also, how will this impact their teacher assistant duties? • No plans for who will oversee student transportation are present. • Unclear if the three “strategic designated location points” are the only locations where the bus will pick up students. • A 45 day contract with an established bus company will likely be hard to achieve. 	<ul style="list-style-type: none"> • P.76
<ul style="list-style-type: none"> • OMS appears committed to transporting its students by providing buses. 	<ul style="list-style-type: none"> • 76
Concerns/Questions	Page
<ul style="list-style-type: none"> • Owning buses is an expensive endeavor and the applicant should demonstrate required insurance coverage for the drivers (in addition to the transportation insurance provided) as they are suggested to be teaching assistants. • Based on the target population and the described demographics of LEA and Robeson County, three buses serving students living beyond 1.5 miles may not go far enough to ensure access to OMS. 	<ul style="list-style-type: none"> • 76

Section 4 Operations

Section 4.2 School Lunch Plan

Characteristics of a strong response:

- A clear description of how the school will offer food service to all students, adhering to all nutritional guidelines.
- A plan to collect free and reduced-price lunch information, including procedures to receive reimbursement.
- Adequate funds allocated for school nutrition, aligned with the target student population.
- A plan to ensure compliance with applicable state and federal regulations.

Initial Application Review

Strengths	Page
<ul style="list-style-type: none">• Food service plan, should PSRC not partner with the school, is wholly inadequate asking families to purchase food from local restaurants or offering the student Campbell soup especially considering targeted population.• No plan to collect FRL data is present.	
Concerns/Questions	Page
<ul style="list-style-type: none">• The applicant does not outline a clear plan but various options with no realistic back-up plan given the target population. In addition, the applicant does not have any dollars in the child nutrition line item making even the outlined back-up of purchasing meals at a discount unrealistic.	

Section 4 Operations

Section 4.3 Civil Liability and Insurance

Characteristics of a strong response:

- Plan to secure comprehensive and adequate insurance coverage, including worker's compensation, liability, property, indemnity, directors and officers, automobile, crime, errors and omissions, and any other required coverage.
- Insurance quote provided aligns with budget assumptions.

Initial Application Review

Strengths	Page
<ul style="list-style-type: none">• Applicant provides quotes for all relevant areas of coverage.• The applicant demonstrated adequate insurance from a local provider and includes transportation cost.	<ul style="list-style-type: none">• P.77
Concerns/Questions	Page
<ul style="list-style-type: none">• Transportation occurrence should be increased to reflect the number of buses	

Section 4 Operations

Section 4.4b Start-Up Plan

Characteristics of a strong response:

- Compelling plan for leading the development of the school from post-approval to opening, including identification of a capable individual or team to lead the planning and start-up.
- Adequately addresses potential challenges
- Detailed start-up plan specifying tasks and timelines (which are aligned with a sound start-up budget, if applicable)

Initial Application Review

Strengths	Page
<ul style="list-style-type: none">• Applicant lists tasks and, in most cases, who is responsible for completing each startup task.	<ul style="list-style-type: none">• P.78
<ul style="list-style-type: none">• The applicant provides a month my month timelines that includes various facets of opening including hiring, PD, facilities etc.	<ul style="list-style-type: none">• 78,79
Concerns/Questions	Page
<ul style="list-style-type: none">• While funding is always a challenge for any startup school, the applicant does not expand on how they will plan for this challenge.• No other challenges are discussed by the applicant.• The timelines is incredibly tight and doesn't provide any room for error or delays. For example, what if not all positions are filled or there are delays with the building? Potential challenges are not addressed and there isn't enough time to adequately train teachers in a new instructional model.	<ul style="list-style-type: none">• P.79

Section 4 Operations

Section 4.5 Facility

Characteristics of a strong response:

- Facility plans are reasonable and adequately meet the requirements of the educational program and anticipated student population.
- A sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for a facility.

Initial Application Review

Strengths	Page
<ul style="list-style-type: none">• The applicant identified two potential sites that would adequately serve as a school in the first couple of years.• OMS considered build out and code compliance and has board members qualified to help with the selection.	
Concerns/Questions	Page
<ul style="list-style-type: none">• A general description of the two desired facilities was given but no detail on how the facilities will be used or renovated to meet the educational needs of the student population.• The size of the first facility may not adequately serve a student population of over 400 as proposed in year 5. The second location may be large enough but the cost is not specified.• OMS does not describe how the facilities costs will be covered if the student enrollment numbers fall short.	<ul style="list-style-type: none">• P.79-80

Section 4 Operations Plan Summary

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or Concerns/Questions. The summary comments for each section should support your rating for the section and should not be simply cut and pasted from your subsection analysis.

Evaluation Summary for Entire Operations Plan
Initial Application Review
Strengths:
Concerns/Questions: Many weaknesses are present in the applicant's plans for basic operations of the school. The transportation plan was convoluted and appears to make transportation a large barrier for attending the school. The school lunch plan is wholly inadequate for serving students, especially considering the targeted community. The applicant has few plans for how to adjust if startup funds are not at projected levels and does not consider other basic startup challenges. Finally, the applicant does not give a reasoning as to how their chosen potential facilities will align with the school's basic functions.

Section 5 Financial Plan

Section 5.1 Charter School Budget	
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> • Applicant has identified one or more LEA(s) and outlined a realistic revenue projection (state, local, federal) over the next five years. • The enrollment projection aligns with the Total Student Enrollment projections located in Section 1 of the application. • Applicant has provided assurances of identified “other funds” or “working capital.” • Applicant provides a realistic budgetary projection in regard to personnel. • Budget worksheet contains assumptions and reasonable budget numbers that reflect rent, utilities, maintenance, insurance, and build-out costs. • Detailed budget assumptions that include the impact of the anticipated number of students who receive free or reduced-price lunches. • Complete, realistic, and viable five-year operating budget • Applicant has provided a realistic assessment of projected source of revenue and expenses that ensure the financial viability of the proposed school. • The projection is consistent and aligns with all proposed sections of the application. 	
Initial Application Review	
Strengths	Page
<ul style="list-style-type: none"> • Applicant uses PSRC as the base LEA for budget projections. • Enrollment projections align with section one. • The applicant shared a realistic revenue projection based on PSRC per pupil and the proposed enrollment increase through year 5. 	<ul style="list-style-type: none"> • P.351 • P.349
Concerns/Questions	Page
<ul style="list-style-type: none"> • OMS does not identify additional revenue which is a challenge given the very tight budget. • The lack of child nutrition budget does not align with the mission and vision for OMS. 	

Section 5 Financial Plan

Section 5.2 Budget Narrative

Characteristics of a strong response:

- Sound contingency plan to meet financial needs if anticipated revenues are lower than expected.
- Individual and collective qualifications for implementing the financial plan successfully, including capacity in areas such as financial management, fundraising and development, and accounting.
- Detailed budget narrative that clearly explains reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated and including evidence of firm commitments where applicable).

Initial Application Review

Strengths	Page
<ul style="list-style-type: none"> • The applicant made sure the number matched the enrollment projection and great care with totals for revenue and expenditures were demonstrated. 	
Concerns/Questions	Page
<ul style="list-style-type: none"> • Budget projections only allowing for the loss of four students before going in the red is problematic, especially for a first- year school. • Applicant does not state how contingency plans for funding shortfalls will impact core programming with cuts stated. • Applicant states that they would need to make budget adjustments using contingency funds for a high- needs student, rather than having prepared for that probability in the current budget. As mentioned above, the loss of only four students eliminates that contingency fund. • The transportation budget is too lean and does not adequately address to increased enrollment projections. • The operations budget is very lean and does not account for increased supply costs or market changes. • The personnel budget, though implementable, does not accurately reflect the tenets of the vision and mission. Smaller class sizes (and therefore more teachers and more money) are required to adequately provide the proposed instructional model. 	<ul style="list-style-type: none"> • P.82 • P.81-82 • P.83

Section 5 Financial Plan

Section 5.3 Financial Compliance

Characteristics of a strong response:

- Detailed financial procedures, policy, or other reasonable assurance that the proposed school will have sound systems and processes in place for accounting, payroll, and independent annual school level financial and administrative audits.

Initial Application Review

Strengths	Page
<ul style="list-style-type: none">• Policies around procurement and purchasing appear sound.• Applicant states that an annual financial audit will take place.• The applicant has very strict compliance policies in place.	<ul style="list-style-type: none">• P.86• P.86
Concerns/Questions	Page
<ul style="list-style-type: none">• No plans for payroll procedures were given by applicant.• The policies are so rigid that they may unnecessarily burden very limited staff or increase contracted services expenses. For example, who will manage the competitive bidding process for all purchases over \$500?	

Section 5 Financial Plan Summary

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or Concerns/Questions. The summary comments for each section should support your rating for the section and should not be simply cut and pasted from your subsection analysis.

Evaluation Summary for Entire Financial Plan
Initial Application Review
<p>Strengths:</p> <p>OMS shared the results of a very detailed survey that showed support for the instructional model and community support.</p> <p>OMS has carefully crafted a budget that although very lean and without much room would yield a fund balance if implemented accordingly.</p>
<p>Concerns/Questions:</p> <p>The applicant is proposing a budget with little room for attrition of students or under enrollment relative to their projections, which appear high already. Applicant is not well positioned for a shortfall and does not state how a shortfall will impact core programming aligned with their mission.</p> <p>What is presented also does not account for the level of EC students that they anticipate. OMS's operations budget is very lean for 200 students especially transportation, staff development, and EC and ELL supports.</p> <p>The survey yielded than 150 responses. The applicant does not show whether the enrollment target can be met.</p> <p>The break-even point is equal to the projected enrollment. There is not room for error or any variance. The applicant does not provide a plan for additional EC or ELL support that may be required, building delays, transportation issues, or child nutrition requirements.</p>

Clarification Interview Feedback

Old Main STREAM Academy

- Dr. Allen introduced the applicant. She stated the school is proposing to locate in Robeson County. She explained the proposed enrollment and grade levels. She stated at capacity the school would serve grades K-8 with 440 students. She stated this is a repeat applicant and has requested acceleration. She stated they have not received third party assistance and do not intend to partner with an EMO or CMO.
- Ms. Rosemary Townsend introduced herself as Board Chair. She described the qualifications and backgrounds of the board members. She stated that four of the board members have one hundred years combined experience in education. She explained the board is seeking acceleration because of the county's low-performing status. She explained the need for the charter school by describing the low-performing status of the county's schools. She stated schools in the district are in the lowest five percent nationwide. She stated there is overrepresentation in the Exceptional Children program and the school system is facing financial problems. She stated the school has identified two facilities. She continued that the school has community support.
- Ms. Kakadelis asked for clarification regarding the facility options. Ms. Kakadelis and Ms. Reeves expressed concern about whether the facilities are viable options for an accelerated application.
- Ms. Reeves asked for clarification about the mission of the school. Another board member stated that the school would not have a problem working with CIS Academy. She stated CIS Academy is located at the outskirts of Pembroke and are on a tight campus and unable to expand. She stated the school has a waitlist.
- Mr. Quigley stated he is not sure it meets a compelling need. Ms. Kakadelis and Ms. Reeves have concerns with the facility. Mr. Quigley stated he needs a full interview to determine if there is a compelling need. Ms. Kakadelis stated the enrollment is aggressive when there isn't a strong showing of interest. She stated that the local district has lost over a thousand students.

Motion: Committee motion to forward applicant to full CSAB vote.

Motion: Sherry Reeves

Second: Bruce Friend

Vote: Alex Quigley, Bruce Friend, Sherry Reeves, Jeannette Butterworth

Opposed: Lindalyn Kakadelis

☒ **Passed**

☐ **Failed**

Motion: Full CSAB motion to forward applicant to full interview.

Motion: Alex Quigley

Second: Sherry Reeves

Vote: Unanimous

☒ **Passed**

☐ **Failed**

Full Interview Feedback

Old Main STREAM Academy

- Dr. Allen introduced the applicant. She stated the school is proposing to locate in Robeson County. She explained the proposed enrollment and grade levels. She stated at capacity the school would serve grades K-8 with 440 students. She stated there was not an LEA impact statement submitted. She stated this is a repeat applicant that received a clarification interview last year. This applicant has requested acceleration. She stated they have not received third party assistance and do not plan on partnering with an EMO/CMO.
- Dr. Rosemary Townsend introduced herself as the Board Chair. Board members introduced themselves and spoke briefly about their professional backgrounds. Dr. Townsend spoke about the two board members that were unable to attend. She stated the board added an attorney board member based on advice from CSAB.
- Ms. Reeves asked for facility status. Ms. Kroeger would like more information about enrollment projections and budget.
- Dr. Townsend stated two facilities have been identified. She stated one is under construction and the other is a leased facility available in June. Dr. Townsend spoke about budget revisions based on facility options. She stated the board put out an interest survey on Facebook which provided 182 student names and grades. Dr. Townsend stated budget adjustments were made to make 85% of that number as an enrollment projection. She continued to speak about the facility and stated the capacity is 450 students. Ms. Reeves asked if the facility has outfitted restrooms and kitchen. Dr. Townsend stated yes, and the board has contacted a vendor to bring lunch to the facility. Dr. Townsend stated she has a partnership with the Boys and Girls Club, and it provides a large donation from Campbell's Soup to assist with lunch. Another board member spoke about working with DPI to receive assistance with a lunch program. CSAB members spoke about the long and detailed process the National School Lunch Program requires and that the board would need to budget for school meals before the National School Lunch Program is approved.
- Mr. Walker asked if they have a signed lease. Dr. Townsend stated yes, the lease is for the church facility, but the children's home is the number one choice. Mr. Walker clarified that the board has a signed lease that guarantees the facility will be available by June. Dr. Townsend stated yes. Ms. Turner told the board they need to verify the certificate of occupancy will be for educational use.
- Mr. Walker asked about the benefits package referenced in the application. Dr. Townsend stated they have several retired educators that have expressed interest in teaching in the school, so the staff members would have options for benefits. Dr. Townsend stated it is almost like a flex account. Ms. Turner asked about non-retired staff members and Dr. Townsend stated they would be able to use the money to find benefits.
- Ms. Kroeger asked about 35k teacher salaries and whether that salary is too low to attract teachers. Dr. Townsend stated the board will look at that down the road and think about bonuses and that the salary is comparable to the local charter schools.

- Mr. Walker asked what the break-even number is to make the budget work. Dr. Townsend stated around 200. Mr. Walker stated the budget is tight. Dr. Townsend stated there are available funds in some of the line items because the board had to make estimates for some line items like electricity.
- Mr. Quigley asked why the board budgeted 90k for instructional materials. She stated because she knew the board would need some cushion in some areas and it would be nice to give the students the instructional materials the board envisions.
- Mr. Friend asked if the targeted population was the native population. Dr. Townsend stated the school is offered to all students. Mr. Friend asked if the geography allows for that. Dr. Townsend stated yes. She spoke about over-crowding in surrounding schools.
- Mr. Friend expressed concerns about the possible Exceptional Children (EC) population, based on the LEA's percentage of EC students, and the number of EC staff in the budget. The board stated they would also contract for services needed.
- Ms. Reeves stated the mission speaks directly to the indigenous population. She wonders how the school will overcome other non-indigenous populations feeling like the school is not designed for their students. A board member stated the school is an educational choice and can select to participate and the curriculum is still relevant to non-indigenous populations.
- Mr. Quigley asked for clarity on the educational plan because there is a lot going on in the plan including STREAM and RED pedagogy. A board member stated RED pedagogy is place-based culturally-responsive curriculum. She stated RED pedagogy is about knowing the students and their backgrounds. She stated for example, incorporating the Lumber River into the curriculum. Ms. Turner asked how you make the transition from that to the test which will not be place-based. A board member stated that comes down to teaching strategies. Another board member spoke about the STREAM curriculum which she stated is the core curriculum. Board members spoke about the curriculum and educational plan of the school.
- A board member spoke about the low proficiency of the indigenous populations and how culturally responsive teaching can reach those students. Ms. Vuncannon asked how much professional development will take place to make sure the curriculum is being implemented with fidelity. A board member stated that five days are dedicated to RED pedagogy and beyond that there is a professional development calendar. She stated the board has also submitted a grant for assistance.
- Mr. Quigley asked if Ms. Olivia Oxendine has engaged with the board and if she is supportive of the school. A board member stated yes.
- Mr. Quigley asked if there are any non-educators on the board. Dr. Townsend stated yes, the two that were unable to attend today. Dr. Townsend spoke about the University of Pembroke partnership.
- Mr. Quigley asked if there is a letter of support from Ms. Oxendine. A board member stated no, but the board has one from the School of Education. The CSAB expressed concerns about the school being able to integrate non-indigenous populations. The board clarified what "indigenous practitioner" is the

reference in the application and that it doesn't mean only indigenous populations.

- Mr. Quigley and Mr. Walker expressed mixed feelings about this application. Mr. Walker expressed concerns about being able to explain the school's curriculum to prospective families.
- Ms. Turner stated that nobody else is doing this and she believes that is important. She stated this school is different and the community will rally around it because they will get it. Mr. Friend stated he doesn't disagree with Ms. Turner, but he still has some reservations about reaching a diverse population and the budget.
- Mr. Quigley stated that families will go to the best school, but you can't be the best school in year one. He stated in year one the school is an unknown.
- Ms. Reeves stated that questions she had last year about the educational plan were not clarified for her this year. She stated that the facility has not been locked down and the county has a declining population. Ms. Reeves continued that the goals were not measurable and there are also operational issues. She stated that to her, it does not meet the requirements of acceleration.
- A board member spoke about the poor educational opportunities available in Robeson County and that parents are begging for greater options.
- Mr. Quigley stated that for acceleration the application needs to be airtight. Mr. Quigley stated he is going to continue to belabor the enrollment challenges charter schools are facing as evidenced by this year's new schools.

Motion: The CSAB recommends the SBE approve Old Main STREAM Academy on an accelerated timeline.

Motion: Steven Walker

Second: Cheryl Turner

Vote: Cheryl Turner, Lynn Kroeger, Heather Vuncannon, Steven Walker

Opposed: Alex Quigley, Sherry Reeves, Bruce Friend

☒ **Passed**

☐ **Failed**